The Agricultural Leadership Program Assessment:

Expanding the definition of Total Worker Health

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# 1. Abstract

**Background:** At their peak in July, four agricultural sectors total more than 107,000 agricultural workers in Washington, meaning that there are thousands of people who can be impacted by improved leadership. There has been increasing research on the importance of leadership in the workplace over the past three decades, with more recent research highlighting the correlation between better leadership and sustained performance at the workplace. The Washington State Tree Fruit Association, Washington State Department of Agriculture's Technical Services and Education Program, and Washington State University have developed the Agricultural Leadership Program (ALP) to provide comprehensive bilingual training for employees in the tree fruit industry.

**Statement of Problem:** As the first such program in Washington State, the ALP wanted to measure the behavior change of the ALP participants, but no assessment currently exists to do so. The ALP reached out to the Pacific Northwest Agricultural Safety and Health (PNASH) Center at the University of Washington to co-develop and pilot a behavior change assessment.

**Methods:** Bilingual (Spanish and English) scenarios were drafted that discussed a supervisor interacting with their team of workers in various settings. ALP participants answered six written survey questions about three scenarios before (April 2023) and again after (May 2023) completing six days of classroom-based training. After ALP participants completed a six-week mentorship program in their workplace, they joined focus groups (July 2023) to discuss one of the scenarios they encountered earlier as a survey.

**Results:** There was a 154% increase in the number of direct references to skills from Survey 1 (pre-ALP) to Survey 2 (post-ALP), with 39 direct references in Survey 1 and 99 direct references in Survey 2. There was a 13% increase in overall average leadership confidence, including a smaller range of leadership confidence self-rating for all participants. The highest increase in percent concordance among all ALP participants was for Leadership Traits (31%), Emotional Intelligence (28%), and Delegation (28%). There was a 25% increase in overall concordance between the participants and the student-researcher.

All ALP participants who spoke up stated that they would recommend the ALP to others. No one stated the contrary. Many participants shared some of the things they learned from the ALP that were very important to them, including skills and topics that were shared with others and how they were applied in both personal and professional settings. Some of these focus group quotes are listed in the results section.

**Discussion:** The ALP is giving agricultural supervisors and managers the tools necessary to be leaders at their worksites and develop better relationships with their workers, allowing the ALP participants to feel much more confident and knowledgeable about their leadership. This pilot assessment demonstrated the behavior change of ALP participants by tracking their changes throughout the program and provided a first step toward capturing the impact of the ALP on the agricultural sector.

## 2. Background

Nutrient-rich soils and large sources of water including underground aquifers and the large Colombia River make agriculture a cornerstone of Washington State's economy and cultural identity. While apples tend to be the face of Washington's agriculture, over 300 crops and animal commodities are produced each year in the state.[1] From potatoes to dairy to hops, this large range of food production results in billions of dollars in annual revenue for Washington State. Agriculture production, processing, and trade represent about 13% of the state's economy and this important sector relies heavily on an essential and diverse workforce.[2]
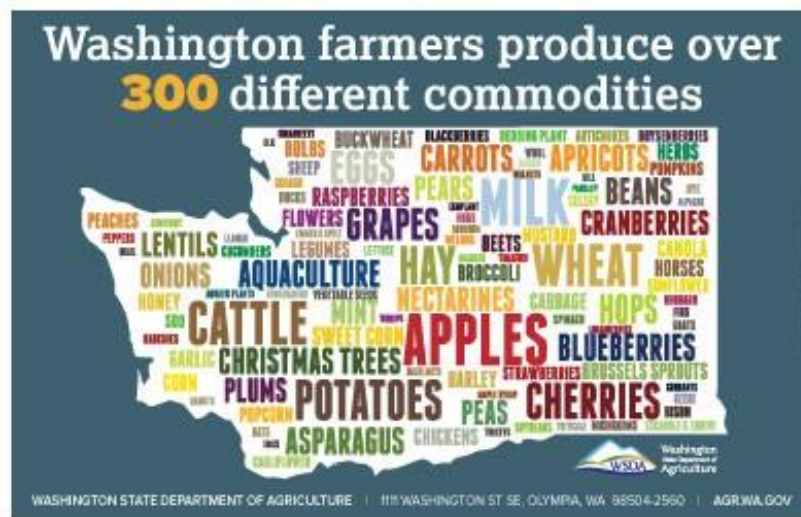


**Figure 1.** Image sourced from Washington State Department of Agriculture[1]

According to North American Industry Classification System (NAICS) data obtained from the U.S Bureau of Labor Statistics, the agriculture workforce is primarily made up of those who work in crop production (NAICS 111), animal production (NAICS 112), support for crop production (NAICS 1151), and support for animal production (NAICS 1152). At their peak in July, these four sectors total more than 107,000 agricultural workers in Washington, meaning that there are thousands of people who can be impacted by improved leadership.[3] It is also important to note that these statistics do not include workers who are not authorized to work in the United States, with some estimates suggesting that between 36% to 50% of Washington's agricultural workforce is currently working in the United States without authorization. This indicates that the potential impact of improved leadership in agriculture is much larger than the numbers presented here.[4,5]

There has been increasing research on the importance of leadership in the workplace over the past three decades, with more recent research highlighting the correlation between better leadership and sustained performance at the workplace.[6] Leadership research has investigated various styles of leadership, including self-awareness of leaders.[6] Leadership is important in any workplace, regardless of whether it is an office or a farm. Evolving challenges such as unpredictable agricultural economies, climate change, rising mental health concerns, along with an increasingly diverse workforce, highlight the importance of training future agricultural

leaders.[7] These leaders must be confident in their skills to collaborate, communicate, and innovate. High-quality leadership helps improve workplace efficiency and sustainability, and other important benefits include making the workplace a safer and healthier place.[8] Some universities offer their own version of agricultural leadership degrees and programs such as Oklahoma State University[9], Washington State University[10], and the California Agricultural Leadership Program[11] hosted by Cal Poly Pomona, Cal Poly San Luis Obispo, Fresno State University, and the University of California Davis. Most of these training courses and associated research address leadership at the highest levels. While improving top leadership is important, it is equally important to focus on leaders who are much closer to the on-site workers.

The concept of Total Worker Health (TWH) is a framework that views work as a social determinant of health and examines how work-related factors such as wages, workload, and interactions with coworkers and supervisors contribute to the well-being of workers, their families, and their communities.[12] TWH is a rapidly expanding concept, one that is rooted in worker health protection and prevention and must be able to adapt to the changing needs of workers. Leadership is one of multiple avenues to reinforce TWH in the workplace, especially in agriculture.[13]

A workplace can have many employees, all of whom might have a range of responsibilities, authority, and influence on fellow employees and the overall workplace. In clinical settings, common injuries occur during patient handling and mobility.[14] To reduce these injuries, many Safe Patient Handling and Mobility (SPHM) training programs encourage the use of workplace *Champions* who can influence, peer-mentor, and reduce the rate of injury. These SPHM training programs explain how to identify a workplace champion.[14] A recent study used a Social Network Analysis to identify six employees in a community access hospital in Oregon to be workplace champions. Of the six identified employees, four agreed to two 90-minute training sessions where they practiced patient transfers and mobility, TeamStepps®28 assertiveness and reflective listening, and covered Plan-Do-Study-Act (PDSA) cycles and a Quality Improvement strategy.[14] These four workplace champions were given a ribbon to attach to their lanyards so their fellow employees could identify them. After three years of following the workplace champions, there was improved safety culture, and safety reporting, and reduced patient-assist injury rates, with the most change happening within the first year of the three-year study. The study revealed the value of having trust in the workplace and having workplace champions who are not in positions of authority to enact change or reinforce best practices or policies.[14] While there is absolutely a need for workplace champions who are coworkers, there is also a need for workplace champions who are supervisors and managers who can build trust with employees and have the authority to improve workplace safety and health.

There has been an increasing push to encourage newer and more holistic leadership that can have large impacts in stressful work environments in hopes of reducing burnout and employee turnover while increasing job satisfaction and performance.[15] One such framework, the *Wellness-Centered Leadership (WCL)* model, highlights the importance of caring about people and building individual and team relationships, thus inspiring changes in the workplace.[15] Furthermore, a recent cross-sectional survey conducted over three years at 10 primary care

clinics suggests that applying WCL and other similar models has a positive impact.[16] This three-year study showed that it is possible to reduce burnout and increase values alignment with workplace leaders, but success depends on the support and trust leaders develop with their workers.[16] Skills such as emotional intelligence, trust building, communication, and more are important in the workplace to deliver the positive impact of WCL and other similar leadership models, and these are the skills that the Agricultural Leadership Program (ALP) aims to help develop in agricultural leaders.

The Washington State Tree Fruit Association in partnership with Washington State Department of Agriculture's Technical Services and Education Program and Washington State University are addressing the critical challenge of effectively managing a diverse workforce. They developed the Agricultural Leadership Program (ALP), a comprehensive bilingual training program for employees in agriculture, and launched its first cohort in 2022 to help with that challenge. The ALP is the first program in Washington State to provide such training to the agricultural industry. This initiative enhances supervisory leadership skills and in turn sustains Washington's specialty crop industry. It aims to reduce employee turnover, increase overall well-being, safety, and productivity (J. Gordon, personal communication, November 9, 2023).

The goal of this program is to enhance the leadership and management skills of supervisors and managers of the agricultural industry by providing them with the knowledge and tools to effectively manage communication, emotional intelligence, stress management, delegation, conflict resolution, and more. The ALP is an innovative management training model that is directed to workers in managerial positions and leaders on farms. Some of the partners in this program include Washington Farm Bureau, GS Long, Washington Fruit, Domex SuperFresh, and others. All partners have endorsed this program and provide ongoing support. To date, XX participants have graduated from the ALP program (XX Spanish; XX English) (J. Gordon, personal communication, November 9, 2023).

The ALP distributed a 374-page manual (physical and electronic versions) to all ALP participants on their first day of the program and also provided a manual to the student-researcher. The ALP manual contains all the presentation slides, worksheets, contact information, and other materials that the program covers in the first half of the 12-week program. Since the ALP is a bilingual program, the manual is provided in Spanish and English for participants in their respective Spanish or English Cohort. The first section of the manual discusses the history of the fruit industry in Washington, mentioning its ever-growing success as well as ever-growing problems. At the end of the section, they emphasize that ALP participants are the solution, especially in farming choices and risk reduction. From crop load and water management to preventing worker injuries and improving worker retention and productivity.

The launch of any new program or intervention presents the opportunity to measure the impact on those who participate. As the first such program in Washington State, the ALP leadership team wanted to measure the behavior change of the participants and connected with the Pacific Northwest Agricultural Safety and Health (PNASH) Center at the University of Washington to co-develop and pilot a behavior change assessment. Most leadership training and assessments reviewed were broad frameworks meant to be applicable as is or easily change to apply to

different sectors of work. Most assessments were applied in general offices, nursing homes, and clinical settings. The small amount of literature available about agricultural leadership was geared towards senior leadership, not supervisors and managers that the ALP focuses on for training.

The Delphi Method was developed and used in the 1950s by Dalkey and Helmer during their time at the RAND Corporation. The Delphi Method was created to better obtain a more reliable consensus from a group of experts using questionaries and controlled feedback.[17] The Delphi Method has been widely used and applied in several different fields to investigate consensus and managerial decision-making, but it also has its limitations, especially with the lack of specific guidelines.[18] In addition, with so many variations developed over the last half-century, it is of course now a much more complex method.[19] However, one assessment was developed using the Delphi Method as one of its foundations, the Workplace Integrated Safety and Health Assessment (WISH).

The WISH Assessment was developed in order to measure effective workplace organizational policies, programs and practices that focus on working conditions and worker safety, health and wellbeing. The assessment was developed by using a modified Delphi method as mentioned before, in addition to literature review and systematic cognitive testing.[20] The WISH Assessment measures six core constructs: leadership commitment; participation; policies, programs and practices that foster supportive working conditions; comprehensive and collaborative strategies; adherence to federal and state regulations and ethical norms; and data-driven change. Five of the six core constructs have been validated, with only "data-driven change" being the one core that could not be validated.[21] In regard to leadership, the WISH Assessment defines Leadership Commitment as, "Leadership makes worker safety, health, and wellbeing a clear priority for the entire organization. They drive accountability and provide the necessary resources and environment to create positive working conditions."[20] During the cognitive testing of the assessment, the research found that the concept of "leadership" was not clear with respondents asking the senior leaders and middle managers be distinguished, and other participants sharing that, "[...] leadership communicate their commitment to safety and health through written policies. If you were to add supervisors, people closer to the front line – it would be different."[20] This highlights that leadership is just as important as it is confusing at times, and in order to improve worker safety, health, and wellbeing, leadership is a crucial pathway that the ALP is taking.

The use of the WISH Assessment has grown in use in the last 5 years and has already been validated in a study about nursing homes. A similar study also applied to the WISH Assessment at nursing homes, investigating over 500 nursing homes in three states, and using the assessment to measure the implementation of *Total Worker Health* policies.[22] The researchers hypothesized that for-profit nursing homes would have a lower implementation of TWH policies than non-profit nursing homes but found no significant difference. The majority of nursing homes that participated in the study were found to be implementing TWH policies as measured by the WISH Assessment.[22] This study allowed the student-researcher to see the application of the WISH assessment and take limitations shared by the researchers, such as the fact that the

assessment is not geared to be directed at individual workers, into account while developing the ALP Assessment.

The student-researcher was born and raised in the agricultural heart of California, the city of Merced, a small part of the United States' most agriculturally productive region, the Central Valley. The student-researcher comes from a family of Mexican immigrants who have worked in agriculture for most of their lives in various roles: harvesting, planting, irrigation, packing houses, canneries, and produce transportation. Coming from a family and community that is predominantly Latine and Spanish speaking, the student-researcher's lived experience was essential in developing assessment scenarios and materials and in using the terminology Spanish-speaking agricultural workers use. The importance of lived experiences is also reflected in the success of the ALP. One of the program founders, Ofelio Borges, was once an agricultural worker, and now works with the Washington State Department of Agriculture and from their lived experiences understands the importance of the ALP perhaps better than anyone else. The Spanish cohort ALP trainer was also once an agricultural worker, and often uses their lived experiences to better explain the materials and trainings that the ALP covers.

While the ALP might still be successful without these lived experiences, the student-researcher believes and recognizes the importance of having the ability to relate to and understand the lived experiences of the ALP participants. Acknowledging lived experiences ensures that the ALP and the assessment can take as much of the nuances and deeper levels of what training like the ALP means to agricultural workers. Especially when discussing materials, best practices, and improvements to both the ALP and the assessment. Lived experiences are a core aspect of the success of the ALP and the application of the assessment.

## 3. Statement of the Problem

There are very few leadership training programs for agricultural settings. During the peak of agricultural activities each July in Washington, more than 100,000 agricultural workers are directly impacted by their supervisors' abilities to effectively manage communication, emotional intelligence, stress, delegation, and conflict resolution. The ALP focuses on fostering these skills and five additional ones to empower leaders who interact with on-site workers every day. As the first such program in Washington State, the creators of the ALP wanted to measure the behavior change of participants. The ALP and the PNASH Center at the University of Washington co-developed and piloted a novel behavior change assessment for the Spring 2023 ALP cohort. Lived experiences were a core aspect of the success of the ALP and the assessment, both of which helped participants explore on a deeper level what leadership training means to agricultural workers. The concept of Total Worker Health, which views work as a social determinant of health, provided a means to consider how interactions among coworkers and supervisors contribute to the well-being of workers, their families, and their communities.

## 4. Methods

The University of Washington Online Libraries, Google Scholar, and Google were used to search for key terms related to the development of the ALP Assessment: leadership assessment,

workplace safety assessment, workplace health assessment, agricultural leadership, leadership in the workplace, total worker health, and agricultural leadership. In addition, certain articles lead to additional articles through their references. An example of this was when reading about the *WISH* framework and assessments led to literature about the *Delphi Method*.

In late winter of 2023, the research team met with the Agricultural Leadership Program (ALP) Founders, Ofelio Borges and Jacqui Gordon Nunez, to discuss the ALP and what type of assessment they wanted. ALP was looking for an assessment that would help measure behavior change in the people who took their program. After the first meeting, the student researcher traveled to Washington State University Tri-Cities to observe and participate in one of their day-long classes for their 2023 Winter Cohort. The student researcher spent the 1st half of the class with the English-speaking cohort and 2nd half of the class with the Spanish-speaking cohort. At the end of the class, the student researcher met with the ALP directors to discuss and reflect on the differences between the language settings and the overarching goals of the ALP. After the visit, the student-researcher reviewed their notes, the goals of the ALP, and goals of the assessment.

The student researcher agreed to develop and administer a behavior change assessment for the ALP. The ALP gave the student researcher access to the online ALP coursework to review the material for each class and learn some of the specific talking points, learning objectives, and practices that ALP participants covered. The ALP manual was used as a source for assessment development when deciding what skills would be tracked and to align the definitions of those skills with what was being taught to the ALP participants. The student researcher had already started an initial literature review throughout this process. The student researcher found some leadership assessments, such as the *Delphi Method* and the *WISH Assessment*. The student-researcher used parts of the WISH assessment, specifically the Leadership Commitment aspect and sections to help develop principles and questions for the ALP Assessment. However, these assessments looked at leadership, safety, and health in various settings such as nursing homes and office jobs, but not in agriculture. The ALP focuses on developing the leadership skills of farm workers and other agriculture workers who are supervisors and managers. After further discussion, the student researcher decided to develop a scenario-based survey for the ALP assessment pilot. Once the scenario-based survey was developed, approved by the University of Washington Institutional Review Board, and implemented into the Spring 2023 cohort, the student researcher recommended conducting Focus Groups to allow the participants to better express themselves by removing the literacy barriers presented by handwritten surveys. The scenarios, surveys, and focus group facilitator guide were developed both in English and Spanish.

**Surveys:** Survey 1 (Appendix 4) was completed on April 28, 2023, during the first class for the spring 2023 cohort. Survey 2 (Appendix 6) was completed on May 31, 2023, during the last day of class after 6 days of training. Focus groups (Appendix 8) were completed on July 26, 2023, at ALP graduation day after participants completed a 6-week mentorship experience.

The student researcher drafted 13 scenarios that discussed a supervisor interacting with their team of workers in various settings (See Appendix 1). Each setting was related to agriculture and

included descriptions such as packing warehouses and crop fields. The scenarios discussed different tasks such as pruning, using machinery, and repairing conveyor belts. These scenarios were designed to have a balanced number of negative, positive, or neutral interactions between a supervisor and their team of workers. By neutral interaction, the student-researcher meant to demonstrate a more nuanced interaction where supervisors might have a mixture of positive and negative interactions with their teams. The scenarios were developed from the list of skills that ALP participants learn: Emotional Intelligence, Conflict Resolution, Communication, Delegation, Stress Management, Coaching Skills, Leadership Traits, Building Trust, Time Management, and Goal Setting. Each scenario was developed with three of the skills in mind. It is important to note that each scenario was not exclusive to the three topics the student researcher selected. Scenarios could be interpreted in a variety of ways, so the student researcher developed a mixture of questions that included free response, a sliding Likert scale, and a "select all that apply" feature in order to understand how participants responded and their alignment with the topics the student researcher intended for each scenario.

The student researcher drafted a mixture of survey questions to obtain quantitative and qualitative data for a total of six questions. The first four questions were free response with the first question asking participants to summarize what the supervisor did in the scenario (See Appendix 3). This question served to see if participants were interpreting the given scenario in the same way that the student researcher intended. The second and third questions asked participants to write how the actions of the supervisor affected the workers and the workplace, respectively. The fourth question asked participants to write what the supervisor could have done differently in the given scenario. The fifth question was a Sliding Likert Scale that asked participants to indicate on the given line using an "X" mark to rate how confident the participants felt in handling a similar scenario as the one given. The sixth question was a "select all the apply" question that asked participants to select any of the listed topics that they believed were associated with the given scenario.

The survey was conducted in a classroom setting for one hour. The student researcher explained the structure and purpose of the survey to the ALP participants. The student researcher then explained the consent and confidentiality expectations of the survey and obtained verbal consent from the participants. Participants were randomly assigned a study identification number to help track responses from the first survey at the start of the ALP and the second survey at the end of the ALP. The student researcher read the first scenario aloud followed by the questions, offering to re-read the scenario or questions if the participants asked. The same process was repeated for the second and third scenarios. Once the participants were done filling out the surveys, the student researcher collected the surveys and asked the participants if they had any last-minute questions.

The completed paper-based surveys were scanned and then saved as digital files that were transcribed into text on spreadsheets. The responses to the first 4 questions of the survey were also transcribed into text onto Microsoft Word documents to be used for qualitative analysis which is explained further below. Responses to the confidence question (Question 5), which utilized the sliding Likert scale, were measured by hand using a ruler. The center of the "X"

made by each participant was used as the reference point. Each measurement was recorded in centimeters and documented on a spreadsheet. For the reporting of the confidence questions, the measurements were standardized and divided by 6.5 cm (total length of the line on the paper survey). This was done to report confidence measurements and changes in percentages, with 6.5 cm being equivalent to 100% confident. This data was used to create boxplots to represent the results of each scenario from both surveys. The mean data was then calculated to create a boxplot that compared the results from all scenarios in the first survey to those in the second survey.

The responses to the "select all that apply" question (Question 6), were recorded onto a spreadsheet with 1 representing the selection of the skill by the participant, and 0 representing the participant not selecting the skill. This data was then used to create a Heat Map to visualize how each participant had responded to each question. The number of participants that selected each topic was obtained to show concordance on three levels: within the participants themselves over time, within the whole cohort over time, and between the cohort and the student-researcher. This allowed for an assessment of agreement among participants and the student-researcher on the pre-determined skills relevant to each scenario. This data was used to create bar charts for the percent skill concordance from the first survey to the second survey.

The student-researcher conducted thematic coding using the digital software, Dedoose.[24] A 13-code codebook (Appendix 9) was developed that included the ten skills that the ALP focuses on in their program, and three additional codes: indirect reference, direct reference, and "other". The indirect reference code was created to identify when a participant discussed one of the skills but never said the specific name of the skill. The direct reference code was used to identify the specific mention of a skill. The "other" code was created so the student-researcher could code an unexpected trend that appeared, if any. The thematic coding determined what skills were referenced in the participant's responses and counted the number of times that happened. A chart was created using Dedoose to show the skills, their prevalence, as well as the number of times each skill was directly or indirectly referenced.

After reviewing the free-response questions from the first survey, the student researcher noticed a wide range of response lengths from a few words to a few sentences. In these responses, some participants seemed to have the ability to write down their thoughts well while others struggled a bit to do so. In addition to this, the student researcher also noticed a variety of literacy levels. After reflecting on their own family experiences and consulting with the rest of the research team, the student researcher recommended focus groups to allow participants to elaborate on their answers to the free-response questions from the surveys and to also remove literacy as a barrier for the ALP participants to better express themselves. After consulting with the ALP and explaining the concept of *Triangulation*,[23] the ALP agreed that conducting focus groups would help reinforce the surveys and deliver more thorough results.

**Focus Groups:** The focus group had a mixture of questions, with some asking about the participants' overall experience with the ALP, how they have shared and used what they have learned, and what they recommended for improving ALP. We also discussed a scenario they had seen in the second survey. The largest difference between the survey and the focus group was

having a verbal discussion as a group about the presented questions instead of asking individuals to write down their responses. The biggest similarity between the surveys and the focus group was using Scenario 2 from Survey 2 and asking the same questions. The purpose of doing this was to enable the participants to better express themselves and have a more in-depth discussion about the scenario.

The facilitator guide consisted of three main parts, the introduction, questions, and the closing (Appendices 7 & 8). The introduction allowed the facilitators to greet the focus group participants and explain the purpose and expectations of the focus groups, followed by obtaining consent of the focus groups. This was essential for recording the focus groups using audio recorders. The research team had options in place for any participant who may have wanted to do the focus group but did not want to be recorded, but all participants agreed to be recorded. After the introduction, facilitator guide had three sets of questions: how the participants learned about ALP, what they thought a good leader was, and whether they would recommend the program to others. The next section included a scenario that the participants had seen in the second survey with the same follow-up questions from the survey. The last set of questions asked the participants what information they have used the most, how they have used it, and if they have shared that information with anyone. The last question welcomed participants to share any comments about their experience with the ALP, the surveys, and the focus group. The last section of the facilitator guide emphasized the importance of expectation of confidentiality, expressed great appreciation for the participants' time and input, and provided contact information of the student-researcher and the ALP coordinator if the participants had any questions after finishing the focus groups.

Similar to the Qualitative Survey Analysis, the student-researcher conducted thematic coding using Dedoose and the 13-code codebook (Appendix 9). In addition to a chart, the student-researcher provided short summaries and direct quotes from the focus groups to demonstrate a more thorough discussion about the scenario and the impact of the ALP on participants.

## 5. Results

**Surveys:** There was a 154% increase in the number of direct references to skills from Survey 1 (pre-ALP) to Survey 2 (post-ALP), with 39 direct references in Survey 1 and 99 direct references in Survey 2 (Table 1).

The code "other" was applied a few times due to an emerging trend of participants specifically mentioning the safety, health, and well-being of the workers in the given scenario. The definition of the "other" code is, "This is meant to be used in case you see an unlisted theme frequently appearing as you analyze the text. This may lead to the creation of a new code." (Appendix 9).

Participants largely emphasized the importance of communication both indirectly (Figure 2) and directly (Figure 3) in their responses as displayed in their respective word clouds. These word clouds highlighted responses to Question 4 of the surveys, which also indicated an increase in direct references to skills (Figure 3).

There was an increase in leadership confidence in every scenario from Survey 1 to Survey 2 and there was a smaller range of leadership confidence self-rating in the second survey for each scenario (Figure 4). A similar trend was observed with the overall average in the leadership confidence of each survey (Figure 5). There was an overall average increase in leadership confidence of 13.1% (Table 16).

Participants selected more skills for the "Select all that apply" question in Survey 2 than they did in Survey 1. This trend can be seen when comparing scenario-specific results for Survey 1 and Survey 2, with the largest increase (29%) in Scenario 3 (negative scenario; Tables 10 and 12). Similar increases (19%) from before to after ALP training were observed in Scenario 2 (neutral scenario; Tables 6 and 8), as well as Scenario 1 (13%) (positive scenario; Tables 2 and 4).

There was an overall increase in concordance of 12% among participants for Scenario 1 (Tables 3 and 5). However, there was a slight decrease of 5% in Selected Topics Average (concordance among participants and student researcher) in Scenario 1 from Survey 1 to Survey 2.

There was an overall increase in concordance of 18% for Scenario 2 (Tables 7 and 9). There was also an increase of 43% in Selected Topics Average in these scenarios from Survey 1 to Survey 2.

There was an overall 28% increase in concordance among the participants for Scenario 3 (Tables 11 and 13). There was also a 37% increase in Selected Topics Average in these scenarios from Survey 1 to Survey 2.

There was an increase in concordance for each skill from Survey 1 to Survey 2 (Table 14). Leadership Traits, Emotional Intelligence, and Delegation had the highest increase in concordance with 31%. 28%, and 28% respectively. The highest increase in percent concordance among all ALP participants was for Leadership Traits (31%), Emotional Intelligence (28%), and Delegation (28%).

The Selected Topics Average of all the scenarios from Survey 1 to Survey 2 results in an increase in Overall Selected Topics Average of 25%, demonstrating an overall increase of Concordance between the participants and the student-researcher. (Table 14)

**Focus Groups:** All ALP participants who spoke up would recommend the ALP to others. No one stated the contrary. In addition, those who spoke about it first learned about the ALP at work through recommendations from coworkers or their own supervisors. One participant shared learning about the ALP at the ALP Workshop at the Washington State Agricultural Safety Days in central and eastern Washington.

Overall, there were more references to skills in the survey responses than in the focus groups conversations (Table 17), with a significantly higher use of direct references in survey responses than in the focus groups.

Many participants shared what was especially valuable to them about the ALP which included: skills and topics that they shared with others outside of the ALP, and skills that were applied in both personal and professional settings. Some of the focus group quotes are listed below. The

names of the participants were removed for privacy reasons and their speaker number aligns with the transcripts of their respective focus groups.

**Quotes:**

*"I'm going to say this in English so I can express myself better. I had no idea what the ALP program was about. La verdad, no tenía ni una idea. But, once we got into the curriculum and started going over it, then I was like, OK, now I get it, now I see the value because I had no idea what the ALP program was. I just knew I had to be here on Wednesday, and I had to leave my house at 6:30am to come from where I was coming from to be here. So I didn't get a lot of information until I was here and we started with the curriculum and I was like OK now I see the value and I understand what the value was in it. What they're offering, what the benefits I'll gain when I'm done. "*
**-Focus Group 1: Speaker 7**

*"A mí me ha ayudado mucho, muchas cosas. Todo el programa está muy bueno. A parte de lo que tengo yo en mi presentación, esa como delegar, con mis trabajadores. Entonces, yo lo que el más problema que yo encontré conmigo es de que yo no tenía mucha confianza en mis trabajadores. Quería yo hacer todas las tareas importantes porque pensaba que a lo mejor no le iban a ser bien. Yo quería asegurarme que se hiciera bien, entonces estuve, estoy trabajando en la cuidad a los cabecillas de mis trabajadores, dales tareas importantes. A monitorear el progreso, aumentando mi confianza. Estoy trabajando mucho también la inteligencia emocional. La confianza mía y fortaleziendo la confianza de ellos hacia mí porque yo tenía la cultura de que ellos, ah, pues ya no me decían cosas, muchas de ideas diferentes, porque yo no las escuchaba. Entonces a mí me sirven muchas cosas del programa este."*
**-Focus Group 2: Speaker 6**

*"Yo vengo, por ejemplo, en una cultura donde había un rancho donde uno está ya con. Trabajando en el campo todo eso, entonces llegas a a quel lugar donde. Que hay que enfrentar conflictos que se hacen al trabajo, entonces esta clase para mí es bien interesante porque. Estan abriendo día a día los temas. Cómo prepararte como captar ese tipo de. De de conflictos que a veces hay."*
**-Focus Group 1: Speaker 2**

*"Pues a mí me ha servido bastante. Primeramente mi persona. En mi familia. Y pues desde luego, en el trabajo. Verdad, entonces yo lo que aprendí lo utilizo en el momento. Que esté en el escenario que esté, ¿no? Se hace en mi casa, en el trabajo, hasta en una tienda en donde sea verdad, entonces aplicarlo en el momento que sea necesario. Aprendi a valorarse uno mucho, a valorar más tu familia. Lo que digo es me gustó mucho, fue lo que dije hace rato."*
**-Focus Group 1: Speaker 2**

*Lo que aprendí también es, pues lo más de ser manager también y esto kind of gave me a refresher también es cuando no tengo las las. Cuando quiero responder bien por si no tengo los, if I don't have the right answers, les apunto y traigo un trabajador que me, he comes to me and he tells me hey, eso que, no traigo la solución ahorita, pero lo voy a apuntar, déjame fijarme y*

*vengo para atrás, con eso nomás Apuntándolo me voy recordar en mi gente porque ya lo tengo apuntado y siente el employee que lo grabó. He's gonna get back to me."*
**-Focus Group 1: Speaker 7**

*"A veces yo en mi caso a veces era explosivo. Y eso también estoy trabajando de no ser así, porque pues en una explosiones pueden pasar muchas cosas, ahorita lo que hago mejor me tranquilizo meta un rato la camioneta unos minutos y ya. Salgo y digo, bueno, mejor les explico, ah, cómo se va a hacer la cosa."*
**-Focus Group 3: Speaker 8**

*"Cuando la encuesta el primer día, no más, más bien me sentía inseguro de cómo contestar o qué contestar, ahorita me siento como la seguridad que contestar o qué debería de hacer para que funcione. "*
**-Focus Group 2: Speaker 6**

*"Para mí es es es nuevo y me gustó mucho, aprendí mucho de de estos semanas que estuvimos en clases. Y ues ahorita en el trabajo igual cuando platico con alguien trato de poner la atención de lo que en lo que me está diciendo. De escucharlo con atención para que se sienta, pues importante que lo estoy poniendo atención a lo que el quiere comunicar, pues si me dan alguna instrucción."*
**-Focus Group 3: Speaker7**

**Quotes from Scenario Discussion:**

*"antes tomamos una decisión y no te importaba quien pensara lo que pensara en tu tomas una decisión y la tomabas ahí, decía la gente, pero ahorita con la educación que tenemos y todo lo que hemos aprendido te tienes que dar el tiempo de explicarle a la persona por qué tomaste decisión, porque ya no, ya no puedes ir caminando por ahí haciéndo sentir mal a las personas, ¿por qué? Porque ya no se vale y ya no es justo que si te hicieran sentir mal a ti te vas a sentir mal. Entonces tienes que pensar que sintió esa persona al no darle una explicación en mi parte siempre hay una explicación."*
**-Focus Group 3: Speaker 2**

*"Después de de todas estas semanas que estuvimos en el programa de ALP, ah, también lo que lo que yo noté que de cuando hice la primera encuesta a la otra es de que también tienes más ideas de cómo contestar y más este formas de resolver los escenarios que nada más te enfocas. ¿O hubiera sido el supervisor? Hablo con los 2. Ahorita ya también surgieron más más este maneras de resolver la situación no solamente fue una, hablar con los 2 y era todo no, ya no, ya está este momento, ya vio, ya hubo diferentes maneras de responder, de o de resolver la situación. No solamente una."*
**-Focus Group 2: Speaker**

# Tables:

**Table 1.** Survey Free Response Questions: Code Application Count

| Media | Leadership Traits | Building Trust | Delegate | Communicate | Coaching | Goal Setting | Emotional Intelligence | Stress Management | Time Management | Conflict Resolution | Indirect Reference | Direct Reference | Professional Setting | Personal Setting | Other | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey 2 FRQ.docx | 77 | 62 | 2 | 53 | 27 | 31 | 40 | 18 | 4 | 52 | 228 | 99 | | | 2 | 695 |
| Survey 1 FRQ.docx | 78 | 37 | 12 | 57 | 45 | 37 | 42 | 7 | 14 | 8 | 268 | 39 | | | 13 | 657 |
| Totals | 155 | 99 | 14 | 110 | 72 | 68 | 82 | 25 | 18 | 60 | 496 | 138 | | | 15 | |

This compares the number of applied codes in each survey for the Free Response Questions. The code definitions can be found in Appendix 9.

**Table 2.** April 28: Pre-ALP Scenario 1 (Negative Scenario)



"Select all that apply" responses for 21 participants. Green = participant selected that skill. White = participant did not select that skill. Yellow highlights are the skills that the researcher selected before the scenario was administered.

**Table 3.** Pre-ALP Scenario 1: Negative Scenario

| Skill | Concordance (%) (n=21) |
|---|---|
| Communicate | 80.95 |
| Coaching | 71.43 |
| Building Trust | 57.14 |
| Conflict Resolution | 57.14 |
| Leadership Traits | 57.14 |
| Emotional Intelligence | 42.86 |
| Stress Management | 42.86 |
| Goal Setting | 33.33 |
| Delegate | 19.05 |
| Time Management | 14.29 |
| Selected Topics Average | 65.08 |
| Total Average | 47.62 |

Concordance measures the degree to which participants agreed with each other and is listed from highest to lowest. The Selected Topics Average measures the degree to which participants agreed with the researcher.

**Table 4.** May 31: Post-ALP Scenario 1 (Negative Scenario)

| Skill | 2 | 3 | 5 | 6 | 7 | 8 | 9 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 25 | 26 | 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leadership Traits | G | G |  | G | G |  | G | G |  |  | G | G | G | G |  | G | G |  |  | G | G |
| Building Trust | G | G |  |  |  | G | G | G |  | G | G | G | G |  | G | G |  |  |  | G | G |
| Delegate | G |  |  | G |  | G | G |  |  |  | G |  |  |  | G |  | G |  |  | G | G |
| Communicate |  | G | G | G |  | G |  |  | G |  | G | G | G |  | G | G |  | G | G | G | G |
| Coaching |  |  | G | G |  | G | G |  | G |  | G | G |  | G |  | G |  | G | G | G | G |
| Goal Setting | G |  |  |  |  | G |  | G |  |  | G |  | G |  |  |  | G |  | G |  | G |
| Emotional Intelligence |  |  |  |  | G |  | G |  |  | G |  | G |  | G |  |  | G | G |  | G | G |
| Stress Management | G | G |  | G | G | G | G | G | G |  | G | G | G | G | G | G |  | G | G | G | G |
| Time Management | G |  |  | G |  | G | G |  | G |  | G |  | G |  | G | G |  | G |  | G | G |
| Conflict Resolution | G |  | G | G |  | G | G |  |  | G | G |  | G | G | G | G | G | G |  |  |  |

"Select all that apply" responses for 21 participants. Green = participant selected that skill. White = participant did not select that skill. Yellow highlights are the skills that the researcher selected before the scenario was administered.

**Table 5.** Post-ALP Scenario 1: Negative Scenario

| Skill | Concordance (%) (n=21) |
|---|---|
| Stress Management | 80.95 |
| Conflict Resolution | 76.19 |
| Communicate | 71.43 |
| Leadership Traits | 66.67 |
| Building Trust | 66.67 |
| Emotional Intelligence | 57.14 |
| Delegate | 52.38 |
| Coaching | 47.62 |
| Goal Setting | 42.86 |
| Time Management | 38.1 |
| Selected Topics Average | 60.32 |
| Total Average | 60 |

Concordance measures the degree to which participants agreed with each other and is listed from highest to lowest. The Selected Topics Average measures the degree to which participants agreed with the researcher.

**Table 6.** April 28: Pre-ALP Scenario 2 (Neutral Scenario)

| Skill | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leadership Traits |  |  | G |  |  |  |  |  | G |  | G | G | G |  | G |  | G |  |  |  |  |
| Building Trust | G | G |  | G |  |  |  |  |  |  |  | G |  |  |  |  |  |  | G | G |  |
| Delegate | G | G |  | G |  | G |  |  |  | G |  | G |  |  |  | G | G |  |  | G | G |
| Communicate | G | G | G |  | G |  |  | G |  | G | G |  | G | G | G | G | G | G | G | G | G |
| Coaching |  | G |  |  |  | G | G |  | G | G |  |  |  |  |  |  |  |  |  |  |  |
| Goal Setting | G |  | G |  |  |  |  |  | G |  | G |  |  |  | G |  |  |  |  |  |  |
| Emotional Intelligence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stress Management | G |  |  |  |  | G |  |  | G | G |  |  |  | G |  |  |  |  |  |  |  |
| Time Management |  |  |  |  |  | G | G |  | G |  | G |  |  | G |  |  |  | G |  |  |  |
| Conflict Resolution |  |  | G |  |  |  |  | G |  | G |  | G |  |  |  |  | G | G |  |  |  |

"Select all that apply" responses for 21 participants. Green = participant selected that skill. White = participant did not select that skill. Yellow highlights are the skills that the researcher selected before the scenario was administered.

**Table 7.** Pre-ALP Scenario 2: Neutral Scenario

| Skill | Concordance (%) (n=21) |
|---|---|
| Communicate | 85.71 |
| Time Management | 42.86 |
| Delegate | 38.1 |
| Leadership Traits | 38.1 |
| Coaching | 33.33 |
| Building Trust | 28.57 |
| Conflict Resolution | 28.57 |
| Goal Setting | 28.57 |
| Stress Management | 23.81 |
| Emotional Intelligence | 0 |
| Selected Topics Average | 36.51 |
| Total Average | 34.76 |

Concordance measures the degree to which participants agreed with each other and is listed from highest to lowest. The Selected Topics Average measures the degree to which participants agreed with the researcher.

**Table 8.** May 31: Post-ALP Scenario 2 (Neutral Scenario)

| Skill | 2 | 3 | 5 | 6 | 7 | 8 | 9 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 25 | 26 | 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leadership Traits |  | G | G | G |  | G | G | G | G | G |  | G | G | G | G | G | G | G | G | G | G |
| Building Trust |  |  | G |  | G | G | G |  | G | G |  | G | G | G | G | G | G | G | G | G | G |
| Delegate |  | G |  | G |  |  | G | G | G | G |  | G | G |  |  | G | G | G |  | G | G |
| Communicate |  | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Coaching |  | G | G | G | G |  |  | G | G | G |  | G | G |  | G |  | G |  | G | G | G |
| Goal Setting |  |  |  |  |  |  |  |  | G |  |  |  | G |  |  |  |  | G |  | G | G |
| Emotional Intelligence |  |  |  | G |  |  | G |  |  |  | G | G |  |  | G |  |  | G |  | G | G |
| Stress Management |  |  |  | G |  |  |  |  |  | G |  |  |  | G |  |  |  | G |  | G | G |
| Time Management |  |  |  |  |  |  |  |  | G | G |  |  | G | G |  | G |  |  |  | G | G |
| Conflict Resolution |  | G | G | G | G | G | G | G | G | G | G | G |  | G | G | G | G | G | G | G | G |

"Select all that apply" responses for 20 participants. Green = participant selected that skill. White = participant did not select that skill. Yellow highlights are the skills that the researcher selected before the scenario was administered. Participant 2 (orange highlight) left the questions to Scenario 2 completely blank.

**Table 9.** Post-ALP Scenario 2: Neutral Scenario

| Skill | Concordance (%) (n=20) |
|---|---|
| Communicate | 90 |
| Conflict Resolution | 90 |
| Leadership Traits | 75 |
| Building Trust | 60 |
| Coaching | 55 |
| Delegate | 45 |
| Emotional Intelligence | 40 |
| Stress Management | 25 |
| Time Management | 25 |
| Goal Setting | 20 |
| Selected Topics Average | 80 |
| Total Average | 52.5 |

Concordance measures the degree to which participants agreed with each other and is listed from highest to lowest. The Selected Topics Average measures the degree to which participants agreed with the researcher.

**Table 10.** April 28: Pre-ALP Scenario 3 (Positive Scenario)

| Skill | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leadership Traits |  |  | ■ | ■ |  | ■ | ■ |  | ■ |  | ■ | ■ |  |  | ■ | ■ | ■ |  | ■ | ■ | ■ |
| Building Trust | ■ | ■ | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ |  | ■ | ■ |  | ■ |  | ■ |  | ■ | ■ | ■ |
| Delegate | ■ | ■ | ■ |  |  |  |  |  |  |  |  |  |  |  |  |  | ■ |  |  |  |  |
| Communicate | ■ | ■ | ■ |  | ■ | ■ | ■ |  | ■ | ■ |  | ■ |  |  | ■ |  | ■ |  | ■ | ■ | ■ |
| Coaching |  | ■ |  | ■ |  | ■ | ■ |  | ■ | ■ |  | ■ | ■ | ■ |  | ■ | ■ |  |  | ■ |  |
| Goal Setting |  | ■ |  | ■ |  |  |  |  |  |  |  |  |  |  |  |  | ■ |  |  |  |  |
| Emotional Intelligence |  |  |  |  |  | ■ |  |  | ■ |  | ■ |  | ■ |  |  |  | ■ |  | ■ |  |  |
| Stress Management |  | ■ | ■ |  |  | ■ |  | ■ |  |  |  |  | ■ | ■ |  |  | ■ |  | ■ |  |  |
| Time Management |  | ■ |  |  | ■ |  |  | ■ | ■ |  |  | ■ |  |  | ■ |  | ■ |  | ■ |  |  |
| Conflict Resolution |  | ■ | ■ |  |  | ■ | ■ |  | ■ | ■ | ■ |  |  |  |  |  | ■ |  | ■ | ■ |  |

 "Select all that apply" responses for 21 participants. Green = participant selected that skill. White = participant did not select that skill. Yellow highlights are the skills that the researcher selected before the scenario was administered.

**Table 11.** Pre-ALP Scenario 3: Positive Scenario

| Skill | Concordance (%) (n=21) |
|---|---|
| Building Trust | 61.9 |
| Communicate | 61.9 |
| Stress Management | 47.62 |
| Conflict Resolution | 42.86 |
| Leadership Traits | 42.86 |
| Time Management | 42.86 |
| Coaching | 38.1 |
| Emotional Intelligence | 33.33 |
| Goal Setting | 33.33 |
| Delegate | 14.29 |
| Selected Topics Average | 47.62 |
| Total Average | 41.9 |

Concordance measures the degree to which participants agreed with each other and is listed from highest to lowest. The Selected Topics Average measures the degree to which participants agreed with the researcher.

**Table 12**. May 31: Post-ALP Scenario 3 (Positive Scenario)

| Skill | 2 | 3 | 5 | 6 | 7 | 8 | 9 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 25 | 26 | 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leadership Traits | ■ | ■ | ■ | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ | ■ | ■ |  |  | ■ | ■ | ■ | ■ | ■ | ■ |
| Building Trust |  | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Delegate |  | ■ | ■ | ■ |  |  | ■ |  | ■ |  |  | ■ | ■ |  |  | ■ |  | ■ | ■ | ■ | ■ |
| Communicate |  | ■ | ■ | ■ | ■ | ■ |  | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Coaching |  | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ |
| Goal Setting | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |  | ■ |  | ■ | ■ | ■ | ■ | ■ | ■ |
| Emotional Intelligence | ■ | ■ | ■ | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ | ■ | ■ |  | ■ | ■ | ■ |  | ■ | ■ | ■ |
| Stress Management | ■ | ■ | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ |  | ■ | ■ |  | ■ | ■ | ■ |  | ■ | ■ | ■ |
| Time Management |  | ■ | ■ | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ | ■ |  |  | ■ | ■ | ■ | ■ | ■ | ■ |  |
| Conflict Resolution |  |  |  | ■ | ■ |  | ■ | ■ | ■ | ■ |  | ■ | ■ |  | ■ | ■ | ■ | ■ | ■ |  |  |

"Select all that apply" responses for 21 participants. Green = participant selected that skill. White = participant did not select that skill. Yellow highlights are the skills that the researcher selected before the scenario was administered.

**Table 13.** Post-ALP Scenario 3: Positive Scenario

| Skill | Concordance (%) (n=21) |
|---|---|
| Building Trust | 95.24 |
| Coaching | 90.48 |
| Goal Setting | 85.71 |
| Leadership Traits | 85.71 |
| Communicate | 80.95 |
| Time Management | 76.19 |
| Emotional Intelligence | 61.9 |
| Delegate | 57.14 |
| Conflict Resolution | 33.33 |
| Stress Management | 28.57 |
| Selected Topics Average | 84.13 |
| Total Average | 69.52 |

Concordance measures the degree to which participants agreed with each other and is listed from highest to lowest. The Selected Topics Average measures the degree to which participants agreed with the researcher.

**Table 14.** Summary of Skill Concordance Increase

| Rank | Skill | | | |
|---|---|---|---|---|
| 1 | Leadership Traits | 44% | 76% | 31% |
| 2 | Emotional Intelligence | 27% | 55% | 28% |
| 3 | Delegate | 24% | 52% | 28% |
| 4 | Building Trust | 51% | 77% | 27% |
| 5 | Conflict Resolution | 43% | 67% | 24% |
| 6 | Goal Setting | 30% | 48% | 18% |
| 7 | Coaching | 46% | 64% | 18% |
| 8 | Time Management | 35% | 48% | 13% |
| 9 | Stress Management | 37% | 45% | 8% |
| 10 | Communicate | 76% | 82% | 6% |

This includes data from Survey 1 and Survey 2.

**Table 15.** Overall Selected Topics Average

| | |
|---|---|
| Pre-ALP Overall Selected Topics Average | 49.98% |
| Post-ALP Overall Selected Topics Average | 74.82% |
| Overall Selected Topics Average Difference | +24.84% |

This includes data from Survey 1 and Survey 2.

**Table 16.** Leadership Confidence Summary

| | Scenario 1 | Scenario 2 | Scenario 3 | Total Avg |
|---|---|---|---|---|
| Survey 1 | 65.8% | 65.2% | 62.9% | 64.7% |
| Survey 2 | 73.2% | 79.3% | 80.8% | 77.8% |
| Increase | +7.4% | +14.1% | +17.9% | +13.1% |

This is a summary of the self-reported leadership confidence question from the Surveys.

**Table 17.** Focus Group and Survey Scenario Code Application Count

| Media / Codes | Leadership Traits | Building Trust | Delegate | Communicate | Coaching | Goal Setting | Emotional Intelligence | Stress Management | Time Management | Conflict Resolution | Indirect Reference | Direct Reference | Professional Setting | Personal Setting | Other | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey2_Scenario2.docx | 16 | 23 | 1 | 21 | 3 | 8 | 9 | | | 42 | 91 | 29 | | | | 243 |
| FG3_Scenario.docx | 3 | 2 | | 9 | 2 | 4 | 5 | | | 8 | 28 | 3 | | | | 64 |
| FG2_Scenario.docx | 2 | 1 | | 5 | 2 | 1 | 2 | | | 2 | 12 | 2 | | | | 29 |
| FG1_Scenario.docx | 8 | 14 | 1 | 17 | 6 | 5 | 11 | | | 9 | 57 | 4 | | | | 132 |
| Totals | 29 | 40 | 2 | 52 | 13 | 18 | 27 | | | 61 | 188 | 38 | | | | |

This displays the number of applied codes in for all three focus group transcripts and for Scenario 2 of Survey. The code definitions can be found in Appendix 9.

## Figures:

**Figure 2**. Survey 1 Word Cloud – Participant Recommendations



This word cloud includes participant responses to Question 4 of all three scenarios in Survey 1. (Appendices 3 & 4)

**Figure 3**. Survey 2 Word Cloud – Participant Recommendations
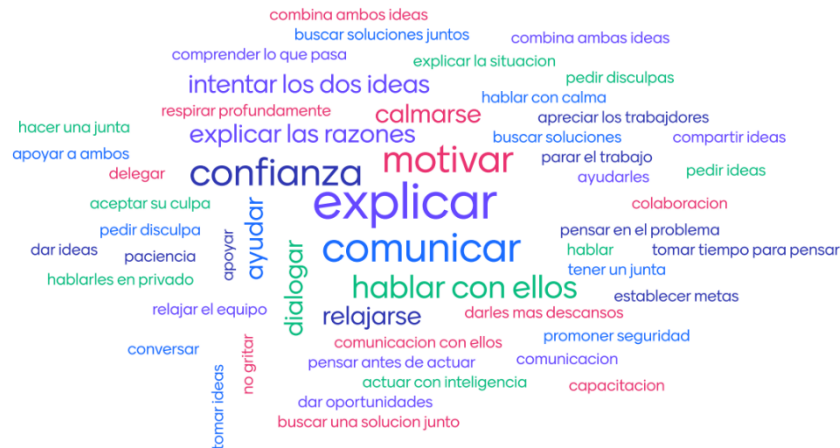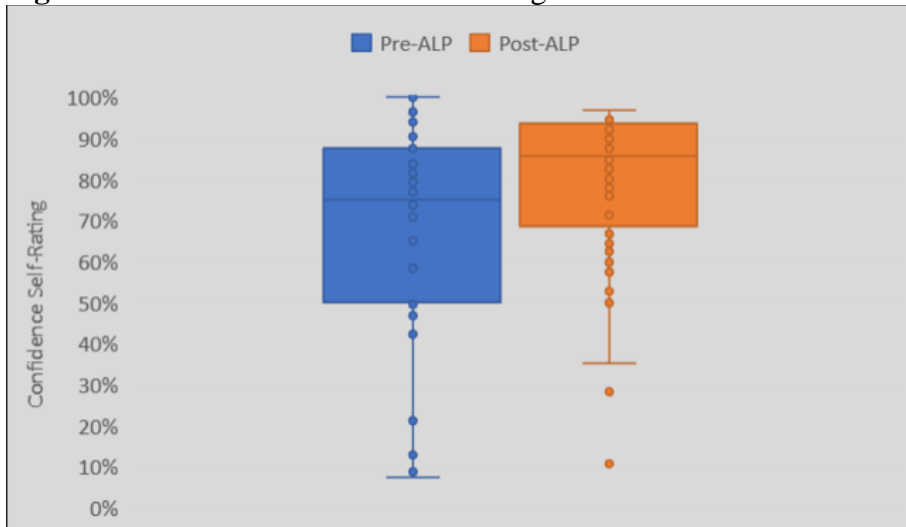


This word cloud includes participant responses to Question 4 of all three scenarios in Survey 2. (Appendix 5 & 6)

**Figure 4.** Leadership Confidence Self-Rating by Scenario Pre-ALP and Post-ALP
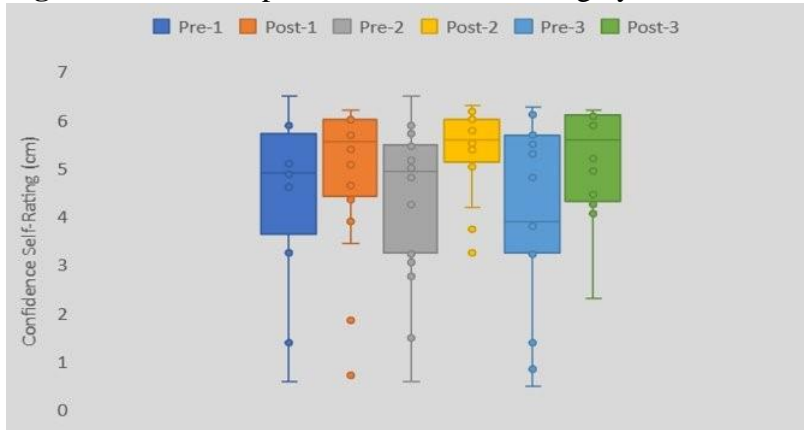


This displays the results from each scenario from Survey 1 and Survey 2.

**Figure 5.** Overall Confidence Self-Rating from Pre-ALP and Post-ALP



This displays the results of Survey 1 and Survey 2.

# 6. Discussion

**Results:** The total increase of direct skill references in the free-response questions from Survey 1 (pre-ALP) to Survey 2 (post-ALP) demonstrates that the participants are now familiar and much more comfortable with recognizing skills and naming them in their responses. This was expected as part of the ALP's training to teach the skill vocabulary to the participants and help them in recognizing certain scenarios and discussions covered in the training. This is further demonstrated by the overall increase of concordance between the participants, and between the participants and the student-researcher. It is important to note that only the negative scenarios had a decrease in concordance between the participants and the student-researchers from Survey 1 to Survey 2. While it was relatively small, this decrease could be a result of the amount of time or focus the ALP had on certain skills. Alternatively, the topics selected by participants may align better with the scenario than those selected previously by the student-researcher.

The overall increase in self-reported leadership confidence demonstrates that the ALP's training helps participants feel much more confident in their own leadership which is important for any leadership position such as supervisor and/or manager. The smaller range of leadership confidence in Survey 2 compared to Survey 1 (Figure 5), means that the ALP not only helped grow the confidence of the participants, but also helped those participants who felt less confident to "close the gap" between themselves and other participants who reported a higher confidence in the first survey.

While there was a decrease in direct references to leadership skills from the neutral scenario of Survey 2 to the Focus Group discussions regarding the same scenario, the student-researcher was able to capture much more nuanced and detailed responses from the participants. Many participants discussed the scenario by adding to other participants' ideas or talking points, and some participants included examples from their own workplaces to further understand the given scenario. These more nuanced and detailed responses allowed the participants to better express themselves and go beyond what the questions were asking. In addition, the Focus Groups allowed the student-researcher to capture a more thorough conversation about the impact of ALP training on their lives. Many participants shared how they already applied this knowledge at their worksites, how they shared this knowledge with others, and how they applied the skills learned from the ALP both in professional and personal settings. These personal settings included interactions with friends and families, and even with strangers at stores. Some participants mentioned the importance of cultures, both workplace cultures and the cultures that the participants may come from. One participant shared a bit about their experience of coming from a culture *de rancho* (small, rural, and agricultural communities) and how their perspective of work has changed after taking the ALP.

**Assessment Recommendations:** One of the biggest factors in the survey instrument was the type of scenarios used. For this pilot assessment, six different scenarios (three for Survey 1 and three for Survey 2) were used to reduce recall bias from participants, which could have encouraged participants to answer in a completely different way in response to thinking they might have been "wrong" during the first survey. While this allowed us to objectively compare changes in the participants' responses and measure growth in skill identification and concordance, it did not fully allow for a direct comparison of the skills being assessed. The student-researcher recommends using different scenarios that focus on the same skills for each survey or using the same scenarios for each survey to have a direct measure of comparison. Some studies have investigated the idea that recall bias may not be much of a concern after an adequate "washout period" passes, in which respondents are not influenced by being exposed to certain information as part of a study and later surveyed again under different conditions.[25] If that is the case, perhaps the latter recommendation of using the same scenarios for each survey may be the best approach since the surveys would be administered six weeks apart.

In addition to the scenarios, the student-researcher recommends re-evaluating the importance of having three scenarios each tending towards either a positive, negative, or neutral interaction. The student-researcher believes that perhaps the neutral scenario could be dismissed, and the

surveys would only have two scenarios, one highlighting a positive interaction while the second highlighting a negative interaction.

In order to capture a better understanding of the ALP participants' self-reported confidence, the student-researcher recommends adding a general confidence question not associated with a scenario to the survey. The reasoning for this comes from the fact that the participants work in a variety of agricultural sectors, so a scenario of a tree pruning task may lead to a lower self-reported confidence for a participant who works in a packing house. The general confidence question could be asked before beginning any of the scenarios. The student-researcher also noticed that many participants would select all the skills listed on the "select all that apply" question, this might be due to participants genuinely thinking each skill is relevant to the scenario, but this change in response from the participants could also be due to many other reasons. To help narrow the concordance among participants in skill selection for the "select all that apply" question, the student-researcher recommends adding a limit to how many skills can be selected, potentially a maximum of 3-5 selections. For the present study, Cohen's kappa statistical technique potentially offers a way to address this "overweighting" issue from individuals who selected more skills in post-ALP surveys by finding the normed difference between the rate of agreement observed by chance versus the rate of agreement expected purely by chance.[26]

For the focus group section of the assessment, the student-researcher recommends not including a scenario section but rather spending more time during the introduction and final questions sections of the facilitator guide which focus on how the participants heard about the ALP, what information they've used and how, and whether they would recommend the ALP to others(Appendix 7). The student-researcher also recommends reevaluating the current questions and considering adding more if necessary. In an ideal setting, there would only be one facilitator per focus group, but with so many ALP participants and a time constraint, the student-researcher still recommends having multiple facilitators to conduct multiple focus groups on ALP graduation day. In addition to this, it would be helpful to encourage facilitators to attend at least one ALP event or training before the day of the focus groups to help establish a rapport with the ALP participants. This relationship will help facilitators and the research team better understand the ALP overall as a program and participants' perspectives; these changes would yield a more fruitful discussion and more active participation during the focus groups.

On the logistical side of the focus groups, the student-researcher recommends spending more time preparing with all the facilitators to cover time recommendations of each section of the focus group facilitator guide and to better understand the background and purpose of each question. This will help ensure that each focus group spends a similar amount of time on each section in hopes of obtaining a similar amount of data. The student-researcher also recommends maintaining constant communication with the ALP Team to ensure schedule changes are shared as soon as possible, and to ensure that focus groups start on time.

The student-researcher would also like to recommend a hybrid version of the assessment. This hybrid version would include conducting a focus group during the pilot survey; however, it would only include one scenario instead of the original three or proposed two scenarios

mentioned above. The benefit to this is like the benefit of the scenario section of the pilot assessment, where participants could discuss the given scenario to combat the wide range of literacy rates among the participants. The first four questions of the survey could all be kept the same and discussed in focus groups and this would allow for a direct comparison from group to group on the first and last days of ALP training. The two quantitative questions dealing with confidence and skill concordance would still be answered individually using pen and paper to obtain valuable quantitative data and to monitor changes in individual participants. This hybrid version of the assessment would require three facilitators for the first day and last day of ALP training, as well as on the graduation day of the ALP. This could be a limitation, but it is also important to consider the size of the ALP cohorts. For the pilot assessment that the student-research conducted, there was only one Spanish-speaking cohort which was large and made conducting a focus group with the whole cohort difficult, hence why the cohort was split into three smaller focus groups. However, if in future ALP cohorts, there are a 15 Spanish-speaking cohort and a 15 English-speaking cohort, then it might be possible only to have two facilitators where each conducts a focus group with one of the 15-participant cohorts. Below are tables to help depict both the pilot assessment and the hybrid assessment recommended by the student-researcher.

| Actual Survey and Focus Group Structure, Spring 2023 ALP Cohort | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pilot Model | Question 1 | Question 2 | Question 3 | Question 4 | Question 5 | Question 6 | Intro 1 | Intro 2 | Intro 3 | Out 4 | Out 5 | Out 6 |
| Survey 1 3 Scenarios (April 2023) | Individual Paper (IP) | IP | IP | IP | IP | IP | - | - | - | - | - | - |
| Survey 2 3 Scenarios (May 2023) | IP | IP | IP | IP | IP | IP | - | - | - | - | - | - |
| Focus Group (FG) 1 Scenario (July 2023) | - | FG | - | FG | - | - | FG | FG | FG | FG | FG | FG |

"Intro 1, 2, and 3" refers to the questions of the introduction sections, and "Out 1, 2, and 3" refer to the questions of Final Questions section in the Focus Group Facilitator Guide (Appendix 7)

| Proposed Survey and Focus Group Structure, Future ALP Cohorts | | | | | | |
|---|---|---|---|---|---|---|
| **Hybrid Model** | **Q1** | **Q2** | **Q3** | **Q4** | **Q5** | **Q6** |
| Focus Group/Survey (1st Class) 2 Scenarios (+/-) | Survey Q1 Focus Group | Survey Q2 Focus Group | Survey Q3 Focus Group | Survey Q4 Focus Group | Survey Q5 Individual Paper | Survey Q6 Individual Paper |
| Focus Group/Survey (2nd Class) 2 Scenarios (+/-) | Survey Q1 Focus Group | Survey Q2 Focus Group | Survey Q3 Focus Group | Survey Q4 Focus Group | Survey Q5 Individual Paper | Survey Q6 Individual Paper |
| Focus Group (Graduation Day) | Why did you participate in the ALP? | How did you hear about the ALP? | Would you recommend the ALP to others? | How have you used what you have learned in the ALP? | What have you shared with others about/from the ALP? | Do you have recommendations for how to improve the ALP? |

The *WISH Assessment* and the *Total Worker Health* framework were a great foundation for the development of this pilot assessment for the ALP. As discussed in the Background Section, other studies that used or reviewed the *WISH Assessment*, either directly or a variation of it, demonstrate the need for the creation of more assessments for different work sectors, interventions, and programs. This pilot assessment contributes to the lack of such assessments in the spaces for agricultural supervisors and managers like the ALP does. In addition, this pilot assessment along with the ALP demonstrates that leadership training at this level is important and necessary. With this training, the supervisors and managers who participate in the ALP are given the tools necessary to become *Workplace Champions* at their worksite and contribute to the application and growth of *Total Worker Health* by having both the authority to reinforce policies and best practices, and by developing the leadership traits that build trust, communication, and overall better relationships with their workers.

**Key Takeaways:** One of the main takeaways from piloting this assessment was just how important it is to integrate lived experiences not just to the assessment, but for the entirety of the ALP. Both the research team and the ALP team were able to relate to some extent with the ALP participants. Whether it be having done the same type of work in the past, having an understanding of cultural context, or coming from agricultural working families and communities. The ability to connect and relate helps the ALP to better train participants and helps the research team develop better questions and ways of asking those questions. In the case of this assessment, having general knowledge about the lived experiences about the community involved allowed for the development of scenarios that ranged from packaging houses, to irrigating lines, to pruning, and more, all experiences that most of the ALP participants have at the least heard of if not experienced themselves. It is also important to note that even when the research team has the ability to connect or relate with the community that they are working with, it is still necessary to review the questions you ask. An example of this is the use of the word "affect" in questions 1-4 of the surveys. When translated to Spanish, "afecto", the word "affect" may not technically have a positive or negative connotation, but for several of the ALP participants, it carried a negative connotation. This became apparent in the participant's responses to the Positive Scenarios of the surveys, when asked "How did the supervisor's action affect the worker(s)?", several participants since it did not affect the workers. The student-researcher assumed the participants would have listed positive or negative effects of the

supervisor's actions in the scenario, but to several of the ALP participants, "afecto" implies a negative effect which did not occur in the Positive Scenarios.

It is also important to emphasize just how special the ALP is on a more personal level. The fact that lived experiences have played such a key role in the development and execution of the program, has resulted in what could be considered an immeasurable impact for the ALP participants. The stories and discussions heard by the student-researcher have demonstrated that the ALP is doing a lot more than training for the workplace; it is having an impact on the individuals as people.

Another key takeaway is the value of using a mixed-methods assessment to obtain both quantitative and qualitative data. Through the use of surveys, which were in themselves a mixed-methods approach, the research team was able to obtain a lot of information regarding participant leadership confidence, skill concordance, and how well participants were able to directly or indirectly reference skills in their responses. The focus groups were able to capture more nuanced discussions and details in all of the participants responses. In addition to this, the focus groups helped overcome the wide variety of literacy rates that were observed in the survey responses. The research team noticed the variety of literacy rates and decided to facilitate focus groups to overcome this obstacle and make participating in the assessment more accessible. As mentioned, this allowed the research team to capture and dig into the details of participants who were able to better express themselves verbally rather than in writing.

As the ALP continues to grow, both in training capacity and the number of agricultural supervisors and managers who go through the program, it is important to expand and potentially develop a secondary ALP Assessment. This secondary assessment could investigate and capture how the worksites of former ALP participants have changed as a result of supervisors and managers having received ALP training. The pilot assessment discussed in this study can look at how much ALP participants have learned and how they may be applying what they've learned, and the second assessment could look at the impact on the worksite or workers of the ALP participants after they have had some time to apply what they have learned at ALP. Together, these assessments would allow for a more holistic approach to better measure the impact that the ALP has on both participants and their agricultural worksites. This research could also help further investigate and expand on the ever-growing concept of Total Worker Health.

**Student-Researcher Reflections:** The student-researcher would also like to share some more personal reflections on their time working with the ALP and on this project. The student-researcher hoped to be able to apply some of their own lived experiences, cultural knowledge, and native-Spanish speaking skills in their master's project but did not expect it would have been used this heavily. Having been born and raised in California's Central Valley, the student-researcher has experienced many Environmental Health issues firsthand and has witnessed the toll that agriculture can take on workers, their families, and their communities. Getting to travel to Tri-Cities and Wenatchee through their work with the ALP, allowed the student-researcher to learn more about some of the similarities and differences that Central and Eastern Washington's agricultural communities have with California's Central Valley. The ability to speak Spanish and speak directly with the ALP participants and the ALP team allowed the student-researcher to

understand the importance and necessity of the ALP. Something the student-researcher was taught by their parents is that all work inherently has dignity, and many people are capable of excelling in their work when given the opportunity. The ALP is helping give that opportunity to agricultural supervisors and managers. The ALP participants that the student-researcher worked with for this pilot assessment demonstrated that they want to continue learning; not just for work. This is reflected in many participants sharing during the focus groups, that many want a second part of the ALP training or that they would want to take the training again to dig deeper into some of the topics and skills. As well as their comments on sharing what they've learned with their coworkers, friends, and families. It might be an inherent human trait to want to continue to learn, but these participants have truly demonstrated that much and more.

The ALP has also helped remind the student-researcher that there is a wide variety of ways to engage and help in environmental health, whether it be the natural, built, or psychosocial environment. Before starting their master's program, the student-researcher had spent many years working in education when teaching music and working at an outdoor science school and was not sure what career path they wanted to follow. The ALP helped remind the student-researcher of the importance of having teachers, trainers, and instructors who can relate and understand the people they work with. The ALP trainer's ability to connect with the ALP participants to help better explain concepts and skills was important to the success of the training. This helped reinforce the student-researcher's interest in education and now hopes to return to the Central Valley and work in some type of education or outreach position, most likely as a teacher at the high school level in the same communities the student-researcher grew up in and has worked in the past.

**Conclusion:** The Agricultural Leadership Program is giving agricultural supervisors and managers the tools necessary to be leaders at their worksites and develop better relationships with their workers, allowing the ALP participants to feel much more confident and knowledgeable about their leadership. This pilot assessment has helped demonstrate the behavior change of ALP participants by tracking their changes throughout the program and is a first step in showing the impact that the ALP is having in the agricultural sector. This assessment has also shown the importance of lived experiences in developing programs and assessments as discussed in this report. The student-researcher has already shared some of the results of this assessment with the ALP participants (Appendices 10 and 11) and plans to share the final results soon.

Leadership is one of many avenues that can be used to address Total Worker Health, and it is the avenue that the ALP is focusing on. As mentioned in the TWH review study, "Where worker health issues cross the boundaries of work and home, affecting the lives of workers in and out of the workplace, there will be a place for TWH strategies that bridge this distance."[13] The ALP is helping bridge this distance as demonstrated by this assessment and the participants who shared how the ALP has impacted them in their work lives and their personal lives.

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# 8. Appendix

## Appendix 1: List of Scenarios – English Version

**Scenario 1** (Emotional Intelligence, coaching skills, communication)
You are a supervisor and one of your employees has recently been underperforming. You tell them that they need to work faster but they do not show any sign of improvement. You become frustrated with the lack of improvement in their work and begin to criticize them in front of other employees. You use negative language and make sarcastic comments about their work, which causes them to feel embarrassed and demotivated. The employee quits the job and you later discover that they have been dealing with some personal issues that were affecting their work performance.

**Scenario 2** (Communication, emotional intelligence, time management)
One day during harvest season, you notice the workers are falling behind on their daily quota and so you push them to work harder. The workers become frustrated and start to make mistakes which leads to even further delays. Then, one of the workers comes up to you to share some of their concerns but you dismiss them and insist that the workers are just not working hard enough and need to step up their performance. The workers try to work harder but then their frustration leads to a mistake that causes an injury.

**Scenario 3** (Delegation, communication, building trust)
You are a supervisor and you have a team of workers responsible for replacing drip irrigation tubing. You have a lot of tubing to replace and think it will be best to separate the crew into two teams to make sure the job gets done. This is your first time working with some of these workers, and one of them, let's call them Worker A, has a lot of experience with drip irrigation and offers to lead the second half. However, Worker A is one of the workers you have never worked with and so you do not trust him to lead the second group. You instead ask another worker, one who you know, to lead the second group. Worker A does not complain but some of the other workers on the team feel a bit of resentment for not letting Worker A demonstrate their skills and experience.

**Scenario 4** (Stress management, mental health, emotional intelligence)
You are a supervisor at a packaging warehouse and your floor has not met the daily quota in the last two days. You are under a lot of pressure to improve the productivity of the workers and are very stressed. Then, one of the conveyor belts(machine?) breaks but is repaired quickly. As the belt starts working again, you realize that the time lost means that you will not meet the daily quota again. Your stress becomes frustration and when the workers begin to slow down toward the end of the shift, you yell at them to work harder and to stop being lazy. You start to stand right behind the workers and begin to micromanage them as a way to try to increase productivity. The workers feel tired, anxious, and undervalued.

**Scenario 5** (Conflict resolution, communication, building trust)
You are a supervisor and you have two workers, Worker A and Worker B, who are having a dispute about how to perform a specific pruning task. Worker A believes that their way is the most efficient, while Worker B believes that their way is better for the quality of the crop. You

dismiss Worker B's concerns and opinions and agree with Worker A. This leads to further tension and resentment between the two workers, as well as a decrease in their work performance. The pruning task is not completed by the end of the day and the tension between Worker A and Worker B has now spread to other workers, and some workers begin to think that you favor Worker A.

**Scenario 6** (Coaching Skills, communication, emotional intelligence)
You are a supervisor and you have a new worker who will be pruning grapevines. The new worker is struggling to prune efficiently so you tell them that they need to work faster. Later you notice that the new worker is working faster but the quality of their work is not meeting your expectations. You tell the new worker that they have to work fast and do a good job, they can't just pick one. The new worker tries to do a better job but is becoming frustrated. At the end of the week, you notice that the new worker's job performance did not improve, and continued to decrease. You also notice that other workers seem tense and their work performance has also decreased.

**Scenario 7** (Time management, goal setting, communication)
You are a supervisor and you have a team of workers responsible for harvesting a crop. You are not sure which field to start with so you procrastinate as you think about it. This causes a delay in the harvesting process. Additionally, you do not share the deadlines with your workers, leading to confusion and inefficiency in their work. Once you decide which field to start with, you start to micromanage your workers to make sure they are working fast and effectively. You check on their work frequently to make sure you will hit the daily goal, which distracts them from their tasks and reduces their productivity. Your workers become frustrated and demotivated, which then leads to a further decrease in productivity and job satisfaction.

**Scenario 8** (Goal setting, time management, delegation, communication)
You are a manager and you have a team of workers responsible for cutting the grass between the grapevines. You set a goal for the team to cut a certain number of acres within a given time frame and the team gets to work. A worker then lets you know that one of the tractors is not working, so you try to get it fixed or find another tractor to use. It then begins to rain causing the dirt to become muddy in some sections of the fields. You tell the workers to keep cutting the grass and to just be careful in the muddy spots. You focus on getting the broken tractor fixed and so you do not check on the workers' progress or provide feedback on their performance. Then a worker calls you to tell you that one of the tractors got stuck in the mud and almost fell over.

**Scenario 9** (Building trust, leadership traits, communication)
You are a supervisor and are assigned to lead a new crew of workers who have worked together for many years. You introduce yourself and ask the crew to introduce themselves and share their experience and skills, both what they're confident about and what they might need to improve. You thank them for sharing their knowledge and experience. You then explain how you like to manage crews and explain your expectations about doing good work, fast work, and safe work. As the weeks go by, you ask them for their input and suggestions on how to improve work processes and procedures. The workers start to communicate with you often on their work performance as well as updates on any changes in work schedules or tasks. After a few months,

your own supervisor shares that you and your new crew have the best job performance they have ever seen.

**Scenario 10** (Leadership traits, communication, goal setting)
A supervisor is tasked with increasing workplace efficiency and productivity. The supervisor gathers their workers and tells them their goal and their ideas for improving efficiency. The supervisor then asks their workers if they have any ideas where efficiency and productivity can be improved, such as equipment maintenance, how to start or end the shift faster, or letting workers try new tasks. The supervisor adds some of their ideas to the goal and provides training and time to help the crew improve or develop new skills. As you try these new ideas, there is a slowdown in the work being done. Then, the workers feel more confident in their skills, and it reflects in both the quality and the efficiency of their work. After a few weeks, the workers have significantly improved their work performance.

**Scenario 11** (Delegation, goal setting, time management)
A supervisor manages a team of workers who are packing grapes, however, some of the scales are not working. The supervisor knows that they have to fix the scales or get new ones but cannot handle that while also supervising the workers. The supervisor thinks about the crew's skills and knowledge and knows which areas different workers can contribute to the most. The supervisor prioritizes getting the scales working again so they assign tasks to the crew based on their strengths and interests, also assigning the most experienced workers to train and supervise the less experienced workers. The supervisor provides instructions and expectations for each task, ensuring the crew understands what is expected. The supervisor also asks the more experienced workers to update them on their progress as they work on getting the scales fixed. The supervisor gets the scales working again and notices that the workers have only fallen a bit behind on production, so they start helping the workers and are back on track by lunchtime.

**Scenario 12** (Stress management, building trust, goal setting)
A supervisor manages a team of workers who are pruning apple trees. Halfway through the day, the supervisor realizes that they are not working fast enough and begins to stress about meeting their goal for the day. However, the supervisor knows that it is a much hotter day today than it has been all week and notices that the workers look much more tired than normal. The supervisor encourages the crew to take breaks to rest, hydrate, and stretch during the rest of the day. The supervisor changes the goal for the day recognizing that pushing the workers to work faster on a hot day might be dangerous. The workers begin to feel better and more motivated and do not meet the original goal but do pass the second goal the supervisor made.

**Scenario 13** (Mental health, emotional intelligence, communication)
A worker approaches their supervisor and tells them that another worker has been working much slower than usual. The supervisor goes to check on the worker and realizes that they also haven't taken their break. The supervisor asks the worker if they're okay, and the worker responds that they are. The supervisor tells the worker to take a break and the worker does. After the break, the supervisor checks in again with the worker and says that they noticed that the worker has been working slower than usual. The worker is hesitant but then tells the supervisor that they have been struggling with personal issues and do not feel motivated. The supervisor thanks the worker

for sharing that with them and then assigns the worker a different task where they can still be productive. At the end of the shift, the supervisor hands the worker information on some mental health resources and asks that the worker communicate how they are feeling tomorrow so the supervisor can assign appropriate tasks for the worker.

## Appendix 2: List of Scenarios used in Spanish Versions of Survey 1 and Survey 2

**Spanish Survey 1 Scenarios**

**Escenario 1** (inteligencia emocional, habilidades de orientar/entrenar, comunicación)

Usted es supervisor y uno de los empleados recientemente ha tenido un bajo rendimiento en el trabajo. Le dice al empleado que necesita trabajar más rápido, pero este no muestra mejor rendimiento. Usted se frustra porque el empleado no ha mejorado en su trabajo y comienza a criticarlo frente a otros empleados. Hace comentarios sarcásticos sobre su trabajo, lo cual hace que el empleado se sienta avergonzado y desmotivado. El empleado renuncia, dejando el trabajo y usted, más tarde, se entera que el empleado había estado lidiando con algunos problemas personales que estaban afectando su rendimiento en el trabajo.

**Escenario 2** (establecimiento de metas, administrando su tiempo, delegar)

Usted es un supervisor a cargo de un grupo de trabajadores encargados de cortar mala hierba con tractor en un cultivo de uva o vid. Usted establece una meta para que el grupo de trabajadores corte la mala hierba de una cierta cantidad de acres en un periodo de tiempo determinado y el grupo se pone a trabajar. Entonces, un trabajador le avisa que uno de los tractores no funciona, por lo que usted intenta arreglarlo o busca otro tractor. Luego comienza a llover y se forma lodo o fango en algunas secciones del campo. Usted le dice a los trabajadores que sigan cortando la mala hierba y que tengan cuidado en los lugares lodosos o fangosos. Por su parte, usted se enfoca en arreglar el tractor descompuesto y no revisa el progreso de los trabajadores o reporta sobre su rendimiento en el trabajo.

**Escenario 3** (manejo del estrés, desarrollando confianza, estableciendo metas)

Un supervisor está a cargo de un grupo de trabajadores que poda árboles de manzano. Al medio día de trabajo se da cuenta que no están trabajando lo suficientemente rápido y empieza a estresarse porque tal vez no lograrán la meta de trabajo del día. Sin embargo, el supervisor sabe que desde que empezó la semana, el día de hoy hace mucho más calor y nota que los trabajadores parecen mucho más cansados de lo normal. El supervisor anima a los trabajadores a tomar descansos e hidratarse y estirarse durante el resto del día. El supervisor cambia la meta de trabajo del día, dándose cuenta que presionar a los trabajadores a trabajar más rápido en un día caluroso puede ser peligroso. Los trabajadores empiezan a sentirse mejor y más motivados y no cumplen con la meta de trabajo al iniciar el día, pero sí cumplen con la segunda meta del supervisor.

**Spanish Survey 2 Scenarios**

Escenario 1 (Manejo del estrés, salud mental, inteligencia emocional)

Usted es superviso en una bodega empacadora y su piso no ha cumplido con la producción diaria requerida en los últimos dos días. Usted está bajo mucha presión para mejorar la productividad de los trabajadores y está muy estresado. Entonces, una de las bandas transportadoras se rompe, pero es reparada rápidamente. Cuando la banda transportadora empieza a funcionar nuevamente, usted se da cuenta que debido al tiempo perdido, otra vez no se cumplirá con la producción diaria requerida. Su estrés se convierte en frustración y cuando los trabajadores comienzan a disminuir en su ritmo de trabajo hacia el final del turno, les grita que trabajen más duro y que no sean flojos. Usted se empieza a parar justo detrás de los trabajadores para observarlos trabajar de cerca como una forma de tratar de incrementar la productividad. Los trabajadores se sienten cansados, ansiosos y desvalorizados.

**Escenario 2** (Solución de conflictos, comunicación, desarrollando confianza)

Usted es supervisor de una cuadrilla de trabajadores. El trabajador A y el trabajador B tienen una disputa sobre cómo realizar una tarea de poda en particular. El trabajador A cree que su manera de podar es la más eficiente, mientras que el trabajador B considera que su manera de hacerlo es mejor para la calidad del cultivo. Usted descarta las sugerencias y opiniones del trabajador B y está de acuerdo con el trabajador A. Esto resulta en una mayor tension y resentimiento entre los dos trabajadores, así como en una disminución en su desempeño laboral. La tarea de poda no se completa al final del día de trabajo y la tensión entre el trabajador A y el trabajador B se ha extendido a otros trabajadores y algunos de ellos comienzan a pensar que usted tiene preferencia por el trabajador A.

**Escenario 3** (Características de liderazgo, comunicación, estableciendo metas)

Un supervisor tiene la tarea de aumentar la eficiencia y productividad en el trabajo. El supervisor reúne a los trabajadore y les dice su meta e ideas para mejorar la eficiencia en el trabajo. Después de esto, el supervisor le pregunta a los trabajadores si ellos tienen ideas respecto a donde se pueda mejorar la eficiencia y productividad (como en el mantenimiento del equipo, cómo empezar o terminar el turno de trabajo más rápido o dejar que los trabajadores intenten nuevas tareas de trabajo). El supervisor incorpora algunas de las ideas de los trabajadores a la meta establecida y proporciona capacitación o entrenamiento y tiempo para ayudar a la cuadrilla o grupo de trabajadores a mejorar o desarrollar nuevas habilidades. Mientras el supervisor pone a prueba estas ideas, disminuye el ritmo de trabajo; sin embargo, una vez que los trabajadores se sienten más seguros de sus habilidades, se refleja tanto en la calidad como en la eficiencia de su trabajo. Después de algunas semanas, los trabajadores han mejorado significativamente su rendimiento laboral.

## Appendix 3: Survey 1 - English Version

**Scenario 1**

You are a supervisor and one of your employees has recently been underperforming. You tell them that they need to work faster but they do not show any sign of improvement. You become frustrated with the lack of improvement in their work and begin to criticize them in front of other employees. You use negative language and make sarcastic comments about their work, which causes them to feel embarrassed and demotivated. The employee quits the job and you later discover that they have been dealing with some personal issues that were affecting their work Performance.

1. How did the supervisor's actions affect the worker(s)?

2. How did the supervisor's actions affect the overall workplace environment?

3. How might the supervisor's actions positively or negatively affect safety in the workplace?

4. What could the supervisor have done differently?

5. How confident do you feel in handling this scenario in your workplace?
   Please indicate on the line given below:

   Not Confident At All   •————————————•   Very Confident

6. Please select the topics that relate to this scenario in the list below:

   ☐ Leadership Traits     ☐ Emotional     ☐ Time Management
   ☐ Building Trust        Intelligence     ☐ Conflict Resolution
   ☐ Delegation          ☐ Stress Management     ☐ Goal Setting
   ☐ Coaching Skills       ☐ Communication

**Scenario 2**
You are a manager and you have a team of workers responsible for cutting the grass between the grapevines. You set a goal for the team to cut a certain number of acres within a given time frame and the team gets to work. A worker then lets you know that one of the tractors is not working, so you try to get it fixed or find another tractor to use. It then begins to rain causing the dirt to become muddy in some sections of the fields. You tell the workers to keep cutting the grass and to just be careful in the muddy spots. You focus on getting the broken tractor fixed and so you do not check on the workers' progress or provide feedback on their performance

1. How did the supervisor's actions affect the worker(s)?

2. How did the supervisor's actions affect the overall workplace environment?

3. How might the supervisor's actions positively or negatively affect safety in the workplace?

4. What could the supervisor have done differently?

5. How confident do you feel in handling this scenario in your workplace?
   Please indicate on the line given below:

   Not Confident At All ⸱————————————⸱ Very Confident

6. Please select the topics that relate to this scenario in the list below:

   ☐ Leadership Traits     ☐ Emotional     ☐ Time Management
   ☐ Building Trust           Intelligence     ☐ Conflict Resolution
   ☐ Delegation            ☐ Stress Management     ☐ Goal Setting
   ☐ Coaching Skills      ☐ Communication

**Scenario 3**

A supervisor manages a team of workers who are pruning apple trees. Halfway through the day, the supervisor realizes that they are not working fast enough and begins to stress about meeting their goal for the day. However, the supervisor knows that it is a much hotter day today than it has been all week and notices that the workers look much more tired than normal. The supervisor encourages the crew to take breaks to rest, hydrate, and stretch during the rest of the day. The supervisor changes the goal for the day recognizing that pushing the workers to work faster on a hot day might be dangerous. The workers begin to feel better and more motivated and do not meet the original goal but do pass the second goal the supervisor made.

1. How did the supervisor's actions affect the worker(s)?

2. How did the supervisor's actions affect the overall workplace environment?

3. How might the supervisor's actions positively or negatively affect safety in the workplace?

4. What could the supervisor have done differently?

5. How confident do you feel in handling this scenario in your workplace?
    Please indicate on the line given below:

Not Confident At All ——————————————— Very Confident

6. Please select the topics that relate to this scenario in the list below:

☐ Leadership Traits      ☐ Emotional              ☐ Time Management
☐ Building Trust            Intelligence            ☐ Conflict Resolution
☐ Delegation             ☐ Stress Management      ☐ Goal Setting
☐ Coaching Skills        ☐ Communication

**Appendix 4:** Survey 1 - Spanish Version

**Escenario 1**

Usted es supervisor y uno de los empleados recientemente ha tenido un bajo rendimiento en el trabajo. Le dice al empleado que necesita trabajar más rápido, pero este no muestra mejor rendimiento. Usted se frustra porque el empleado no ha mejorado en su trabajo y comienza a criticarlo frente a otros empleados. Hace comentarios sarcásticos sobre su trabajo, lo cual hace que el empleado se sienta avergonzado y desmotivado. El empleado renuncia, dejando el trabajo y usted, más tarde, se entera que el empleado había estado lidiando con algunos problemas personales que estaban afectando su rendimiento en el trabajo.

1. ¿Qué hizo el supervisor en este escenario?

2. ¿Cómo afectaron las acciones o comportamiento del supervisor a los trabajadores?

3. ¿Cómo podrían las acciones o comportamiento del supervisor afectar la seguridad en el lugar de trabajo y el ambiente o entorno general del lugar de trabajo?

4. ¿Qué podría haber hecho el supervisor de manera diferente?

5. ¿Qué tan seguro se siente usted para manejar este escenario en su lugar de trabajo? Marque con una "X" en cualquier lugar a lo largo de la línea que se incluye a continuación:

**No me siento absolutamente seguro** ■———————————|————————————■ **Muy seguro**

6. Por favor, seleccione los temas relacionados con este escenario en la lista a continuación:

☐ Características de liderazgo     ☐ Habilidades para orientar/entrenar     ☐ Manejo del estrés

☐ Desarrollando confianza     ☐ Estableciendo metas     ☐ Administrando su tiempo

☐ Delegar     ☐ Inteligencia emocional     ☐ Solución de conflicto

☐ Comunicación

**Escenario 2**

Usted es un supervisor a cargo de un grupo de trabajadores encargados de cortar mala hierba con tractor en un cultivo de uva o vid. Usted establece una meta para que el grupo de trabajadores corte la mala hierba de una cierta cantidad de acres en un periodo de tiempo determinado y el grupo se pone a trabajar. Entonces, un trabajador le avisa que uno de los tractores no funciona, por lo que usted intenta arreglarlo o busca otro tractor. Luego comienza a llover y se forma lodo o fango en algunas secciones del campo. Usted le dice a los trabajadores que sigan cortando la mala hierba y que tengan cuidado en los lugares lodosos o fangosos. Por su parte, usted se enfoca en arreglar el tractor descompuesto y no revisa el progreso de los trabajadores o reporta sobre su rendimiento en el trabajo.

1. ¿Qué hizo el supervisor en este escenario?

2. ¿Cómo afectaron las acciones o comportamiento del supervisor a los trabajadores?

3. ¿Cómo podrían las acciones o comportamiento del supervisor afectar la seguridad en el lugar de trabajo y el ambiente o entorno general del lugar de trabajo?

4. ¿Qué podría haber hecho el supervisor de manera diferente?

5. ¿Qué tan seguro se siente usted para manejar este escenario en su lugar de trabajo? Marque con una "X" en cualquier lugar a lo largo de la línea que se incluye a continuación:

**No me siento absolutamente seguro** ■——————————|——————————■ **Muy seguro**

6. Por favor, seleccione los temas relacionados con este escenario en la lista a continuación:

☐ Características de liderazgo     ☐ Habilidades para orientar/entrenar     ☐ Manejo del estrés

☐ Desarrollando confianza     ☐ Estableciendo metas     ☐ Administrando su tiempo

☐ Delegar     ☐ Inteligencia emocional     ☐ Solución de conflicto

☐ Comunicación

**Escenario 3**

Un supervisor está a cargo de un grupo de trabajadores que poda árboles de manzano. Al medio día de trabajo se da cuenta que no están trabajando lo suficientemente rápido y empieza a estresarse porque tal vez no lograrán la meta de trabajo del día. Sin embargo, el supervisor sabe que desde que empezó la semana, el día de hoy hace mucho más calor y nota que los trabajadores parecen mucho más cansados de lo normal. El supervisor anima a los trabajadores a tomar descansos e hidratarse y estirarse durante el resto del día. El supervisor cambia la meta de trabajo del día, dándose cuenta que presionar a los trabajadores a trabajar más rápido en un día caluroso puede ser peligroso. Los trabajadores empiezan a sentirse mejor y más motivados y no cumplen con la meta de trabajo al iniciar el día, pero sí cumplen con la segunda meta del supervisor.

1. ¿Qué hizo el supervisor en este escenario?

2. ¿Cómo afectaron las acciones o comportamiento del supervisor a los trabajadores?

3. ¿Cómo podrían las acciones o comportamiento del supervisor afectar la seguridad en el lugar de trabajo y el ambiente o entorno general del lugar de trabajo?

4. ¿Qué podría haber hecho el supervisor de manera diferente?

5. ¿Qué tan seguro se siente usted para manejar este escenario en su lugar de trabajo? Marque con una "X" en cualquier lugar a lo largo de la línea que se incluye a continuación:

**No me siento absolutamente seguro** ■———————————|———————————■ **Muy seguro**

6. Por favor, seleccione los temas relacionados con este escenario en la lista a continuación:

☐ Características de liderazgo

☐ Desarrollando confianza

☐ Delegar

☐ Comunicación

☐ Habilidades para orientar/entrenar

☐ Estableciendo metas

☐ Inteligencia emocional

☐ Manejo del estrés

☐ Administrando su tiempo

☐ Solución de conflicto

**Appendix 5:** Survey 2 – English Version

**Scenario 1**

You are a supervisor at a packaging warehouse and your floor has not met the daily quota in the last two days. You are under a lot of pressure to improve the productivity of the workers and are very stressed. Then, one of the conveyor belts breaks but is repaired quickly. As the belt starts working again, you realize that the time lost means that you will not meet the daily quota again. Your stress becomes frustration and when the workers begin to slow down toward the end of the shift, you yell at them to work harder and to stop being lazy. You start to stand right behind the workers and begin to micromanage them as a way to try to increase productivity. The workers feel tired, anxious, and undervalued.

1. How did the supervisor's actions affect the worker(s)?

2. How did the supervisor's actions affect the overall workplace environment?

3. How might the supervisor's actions positively or negatively affect safety in the workplace?

4. What could the supervisor have done differently?

5. How confident do you feel in handling this scenario in your workplace?
   Please indicate on the line given below:

   Not Confident At All ————————————————— Very Confident

6. Please select the topics that relate to this scenario in the list below:

   ☐ Leadership Traits            ☐ Emotional              ☐ Time Management
   ☐ Building Trust                  Intelligence            ☐ Conflict Resolution
   ☐ Delegation                   ☐ Stress Management      ☐ Goal Setting
   ☐ Coaching Skills              ☐ Communication

**Scenario 2**

You are a supervisor and you have two workers, Worker A and Worker B, who are having a dispute about how to perform a specific pruning task. Worker A believes that their way is the most efficient, while Worker B believes that their way is better for the quality of the crop. You dismiss Worker B's concerns and opinions and agree with Worker A. This leads to further tension and resentment between the two workers, as well as a decrease in their work performance. The pruning task is not completed by the end of the day and the tension between Worker A and Worker B has now spread to other workers, and some workers begin to think that you favor Worker A.

1. How did the supervisor's actions affect the worker(s)?

2. How did the supervisor's actions affect the overall workplace environment?

3. How might the supervisor's actions positively or negatively affect safety in the workplace?

4. What could the supervisor have done differently?

5. How confident do you feel in handling this scenario in your workplace?
   Please indicate on the line given below:

   Not Confident At All ⟞————————————————⟝ Very Confident

6. Please select the topics that relate to this scenario in the list below:

   ☐ Leadership Traits      ☐ Emotional              ☐ Time Management
   ☐ Building Trust              Intelligence          ☐ Conflict Resolution
   ☐ Delegation              ☐ Stress Management      ☐ Goal Setting
   ☐ Coaching Skills         ☐ Communication

**Scenario 3**

A supervisor is tasked with increasing workplace efficiency and productivity. The supervisor gathers their workers and tells them their goal and their ideas for improving efficiency. The supervisor then asks their workers if they have any ideas where efficiency and productivity can be improved, such as equipment maintenance, how to start or end the shift faster, or letting workers try new tasks. The supervisor adds some of their ideas to the goal and provides training and time to help the crew improve or develop new skills. As you try these new ideas, there is a slowdown in the work being done. Then, the workers feel more confident in their skills, and it reflects in both the quality and the efficiency of their work. After a few weeks, the workers have significantly improved their work performance.

1. How did the supervisor's actions affect the worker(s)?

2. How did the supervisor's actions affect the overall workplace environment?

3. How might the supervisor's actions positively or negatively affect safety in the workplace?

4. What could the supervisor have done differently?

5. How confident do you feel in handling this scenario in your workplace?
    Please indicate on the line given below:

Not Confident At All  •————————————————————•  Very Confident

6. Please select the topics that relate to this scenario in the list below:

☐ Leadership Traits      ☐ Emotional      ☐ Time Management
☐ Building Trust         Intelligence       ☐ Conflict Resolution
☐ Delegation           ☐ Stress Management   ☐ Goal Setting
☐ Coaching Skills      ☐ Communication

## Appendix 6: Survey 2 - Spanish Version

**Escenario 1**

Usted es superviso en una bodega empacadora y su piso no ha cumplido con la producción diaria requerida en los últimos dos días. Usted está bajo mucha presión para mejorar la productividad de los trabajadores y está muy estresado. Entonces, una de las bandas transportadoras se rompe, pero es reparada rápidamente. Cuando la banda transportadora empieza a funcionar nuevamente, usted se da cuenta que debido al tiempo perdido, otra vez no se cumplirá con la producción diaria requerida. Su estrés se convierte en frustración y cuando los trabajadores comienzan a disminuir en su ritmo de trabajo hacia el final del turno, les grita que trabajen más duro y que no sean flojos. Usted se empieza a parar justo detrás de los trabajadores para observarlos trabajar de cerca como una forma de tratar de incrementar la productividad. Los trabajadores se sienten cansados, ansiosos y desvalorizados.

1. ¿Qué hizo el supervisor en este escenario?

2. ¿Cómo afectaron las acciones o comportamiento del supervisor a los trabajadores?

3. ¿Cómo podrían las acciones o comportamiento del supervisor afectar la seguridad en el lugar de trabajo y el ambiente o entorno general del lugar de trabajo?

4. ¿Qué podría haber hecho el supervisor de manera diferente?

5. ¿Qué tan seguro se siente usted para manejar este escenario en su lugar de trabajo? Marque con una "X" en cualquier lugar a lo largo de la línea que se incluye a continuación:

**No me siento absolutamente seguro** ■————————|————————■ **Muy seguro**

6. Por favor, seleccione los temas relacionados con este escenario en la lista a continuación:

☐ Características de liderazgo     ☐ Habilidades para orientar/entrenar     ☐ Manejo del estrés

☐ Desarrollando confianza     ☐ Estableciendo metas     ☐ Administrando su tiempo

☐ Delegar     ☐ Inteligencia emocional     ☐ Solución de conflicto

☐ Comunicación

**Escenario 2**

Usted es supervisor de una cuadrilla de trabajadores. El trabajador A y el trabajador B tienen una disputa sobre cómo realizar una tarea de poda en particular. El trabajador A cree que su manera de podar es la más eficiente, mientras que el trabajador B considera que su manera de hacerlo es mejor para la calidad del cultivo. Usted descarta las sugerencias y opiniones del trabajador B y está de acuerdo con el trabajador A. Esto resulta en una mayor tensión y resentimiento entre los dos trabajadores, así como en una disminución en su desempeño laboral. La tarea de poda no se completa al final del día de trabajo y la tensión entre el trabajador A y el trabajador B se ha extendido a otros trabajadores y algunos de ellos comienzan a pensar que usted tiene preferencia por el trabajador A.

1. ¿Qué hizo el supervisor en este escenario?

2. ¿Cómo afectaron las acciones o comportamiento del supervisor a los trabajadores?

3. ¿Cómo podrían las acciones o comportamiento del supervisor afectar la seguridad en el lugar de trabajo y el ambiente o entorno general del lugar de trabajo?

4. ¿Qué podría haber hecho el supervisor de manera diferente?

5. ¿Qué tan seguro se siente usted para manejar este escenario en su lugar de trabajo? Marque con una "X" en cualquier lugar a lo largo de la línea que se incluye a continuación:

**No me siento absolutamente seguro** ■━━━━━━━━━┼━━━━━━━━━■ **Muy seguro**

6. Por favor, seleccione los temas relacionados con este escenario en la lista a continuación:

☐ Características de liderazgo     ☐ Habilidades para orientar/entrenar     ☐ Manejo del estrés

☐ Desarrollando confianza     ☐ Estableciendo metas     ☐ Administrando su tiempo

☐ Delegar     ☐ Inteligencia emocional     ☐ Solución de conflicto

☐ Comunicación

**Escenario 3**

Un supervisor tiene la tarea de aumentar la eficiencia y productividad en el trabajo. El supervisor reúne a los trabajadore y les dice su meta e ideas para mejorar la eficiencia en el trabajo. Después de esto, el supervisor le pregunta a los trabajadores si ellos tienen ideas respecto a donde se pueda mejorar la eficiencia y productividad (como en el mantenimiento del equipo, cómo empezar o terminar el turno de trabajo más rápido o dejar que los trabajadores intenten nuevas tareas de trabajo). El supervisor incorpora algunas de las ideas de los trabajadores a la meta establecida y proporciona capacitación o entrenamiento y tiempo para ayudar a la cuadrilla o grupo de trabajadores a mejorar o desarrollar nuevas habilidades. Mientras el supervisor pone a prueba estas ideas, disminuye el ritmo de trabajo; sin embargo, una vez que los trabajadores se sienten más seguros de sus habilidades, se refleja tanto en la calidad como en la eficiencia de su trabajo. Después de algunas semanas, los trabajadores han mejorado significativamente su rendimiento laboral.

5. ¿Qué hizo el supervisor en este escenario?

6. ¿Cómo afectaron las acciones o comportamiento del supervisor a los trabajadores?

7. ¿Cómo podrían las acciones o comportamiento del supervisor afectar la seguridad en el lugar de trabajo y el ambiente o entorno general del lugar de trabajo?

8. ¿Qué podría haber hecho el supervisor de manera diferente?

5. ¿Qué tan seguro se siente usted para manejar este escenario en su lugar de trabajo? Marque con una "X" en cualquier lugar a lo largo de la línea que se incluye a continuación:

**No me siento absolutamente seguro** ■————————————┼————————————■ **Muy seguro**

6. Por favor, seleccione los temas relacionados con este escenario en la lista a continuación:

☐ Características de liderazgo     ☐ Habilidades para orientar/entrenar     ☐ Manejo del estrés

☐ Desarrollando confianza     ☐ Estableciendo metas     ☐ Administrando su tiempo

☐ Delegar     ☐ Inteligencia emocional     ☐ Solución de conflicto

☐ Comunicación

**Appendix 7:** Focus Group Facilitator Guide – Bilingual Version

## Introduction and Purpose

Hello, my name is _____ and I work with the Pacific Northwest Agricultural Safety and Health Center which is a part of the University of Washington.

Share a little bit about yourself (why you wanted to help facilitate the focus group or share some of your past experiences working with farmworkers in Washington)

These focus groups are like an extension of the surveys you have taken and will help get more information to improve the Agricultural Leadership Program (ALP). The information from the focus groups will also be used to ask for funding from the State.

## Expectations

This focus group will be a one-hour-long session with one opening question, followed by a scenario and two questions regarding the scenario, and two final questions. This focus group is meant to be a discussion and conversation, and we encourage everyone to participate as much as possible. We also ask that everyone be respectful throughout the entire session and that only one person speaks at a time. You are welcome to use the restroom or take a break at any point during the session.

## Consent and Confidentiality

**Consent:** We will record this discussion because we would like to capture everything. It is possible that the audio recording may be used for some aspects of this project but be assured that we will not identify anyone on the recording without your permission.

If someone does not want to be recorded then we can pause the recording when they want to speak and resume recording after they are finished speaking. Participants may also leave the session at any time.

**Confidentiality:** The information that you share with us will remain confidential. We will not share your name on our final report or presentation. You do not have to respond to questions that you feel uncomfortable answering. You are welcome to ask us any questions about the focus group during the session. We do ask that you all respect each other's responses and opinions.

## Questions

**1.** Why did you participate in the Agricultural Leadership Program?
   A.   What did you want to learn about being a leader?
   B.   What is a "better leader" in your opinion?
   C.   Would you also recommend ALP to others?
   D.   (Boss questions maybe?) - "My boss told me I had to"

### Scenario

Usted es supervisor de una cuadrilla de trabajadores. El trabajador A y el trabajador B tienen una disputa sobre cómo realizar una tarea de poda en particular. El trabajador A cree que su manera de podar es la más eficiente, mientras que el trabajador B considera que su manera de hacerlo es mejor para la calidad del cultivo. Usted descarta las sugerencias y opiniones del trabajador B y está de acuerdo con el trabajador A. Esto resulta en una mayor tension y resentimiento entre los dos trabajadores, así como en una disminución en su desempeño laboral. La tarea de poda no se completa al final del día de trabajo y la tensión entre el trabajador A y el trabajador B se ha extendido a otros trabajadores y algunos de ellos comienzan a pensar que usted tiene preferencia por el trabajador A.  **(Solución de conflicto, comunicacion, desarrollando confianza)**

**2.** ¿Qué hizo el supervisor en este escenario?

   A. ¿Cómo afectaron las acciones o comportamiento del supervisor a los trabajadores? (probe)
   B. ¿Cómo podrían las acciones o comportamiento del supervisor afectar la seguridad en el lugar de trabajo y el ambiente o entorno general del lugar de trabajo? (probe)

**3.** ¿Qué podría haber hecho el supervisor de manera diferente?

   A. How would that help?
   B. Could you give an example of that?

### Final Questions

**4.** How have you used the information from the Agricultural Leadership Program?
**5.** What information have you shared with others?
**6.** Is there anything else you would like to share regarding your experience with the surveys, this focus group, the ALP classes, or other general comments?

## Closing

**Appreciate:** Thank you all so much for participating. We appreciate all the thoughtful responses you shared. We heard what you had to say and believe that your comments will be helpful to the improvement and sustainability of the Agricultural Leadership Program.
**Reminder:** Again, we use this information to shape our final report and presentation; however, to maintain your confidentiality we will not use your names. The results of this project will be shared with ALP who will then share them with you. If you have any questions, please contact ALP Coordinator Juanita Silva or Miguel Rojas-Flores.

**Appendix 8:** Focus Group Facilitator Guide – Spanish Version

## Introducción y Propósito

Hola, mi nombre es ____ y trabajo con el Centro PNASH, que forma parte de la Universidad de Washington.

*-Share a little bit about yourself (why you wanted to help facilitate the focus group or share some of your past experiences working with farmworkers in Washington)-*

Estos grupos de enfoque son como una extensión de las encuestas que todos ustedes han realizado y ayudarán a obtener más información para mejorar el Programa de Liderazgo Agrícola (ALP). La información de los grupos focales también se utilizará para solicitar fondos del Estado.

## Expectativas

Este grupo de enfoque será una sesión de una hora de duración con una pregunta de apertura, seguida de un escenario y dos preguntas sobre el escenario, y dos preguntas finales. Este grupo de enfoque está destinado a ser una discusión y una conversación, y alentamos a todos a participar tanto como sea posible. También pedimos que todos sean respetuosos durante toda la sesión y que solo hable una persona a la vez. Puede usar el baño o tomar un descanso en cualquier momento durante la sesión.

### Consentimiento y confidencialidad

**Consentimiento:** Grabaremos estas discusiones porque queremos capturar todo. Es posible que el audio de la grabación se use para algunas herramientas de este proyecto, pero tenga la seguridad de que no identificamos a nadie sin su permiso.

Si alguien no quiere ser grabado, podemos pausar la grabación cuando quiera hablar y reanudar la grabación cuando haya terminado de hablar. Los participantes también pueden abandonar la sesión en cualquier momento.

**Confidencialidad:** La información que comparta con nosotros permanecerá confidencial. No compartiremos su nombre en nuestro informe final. No tiene que responder a las preguntas que le incomoden responder. Puede hacernos cualquier pregunta sobre el grupo de enfoque durante la sesión. Les pedimos que todos respeten las respuestas y opiniones de los demás.

¿Están todos listos para comenzar?

## Preguntas

**1.** ¿Por qué participaron en el Programa de Liderazgo Agrícola(ALP)?
    A. ¿Qué querías aprender acerca de ser un líder?
    B. ¿Qué es un "mejor líder" en su opinión?
    C. ¿Recomendaría también ALP a otras personas?

Gracias por compartir lo que les trajo a ALP. Ahora vamos a pasar a un escenario. Ya han visto este escenario en una encuesta que hicieron, pero ahora nos gustaría tener una discusión más profunda al respecto. ¿Están todos listos para el escenario?

Escenario

Usted es supervisor de una cuadrilla de trabajadores. El trabajador A y el trabajador B tienen una disputa sobre cómo realizar una tarea de poda en particular. El trabajador A cree que su manera de podar es la más eficiente, mientras que el trabajador B considera que su manera de hacerlo es mejor para la calidad del cultivo. Usted descarta las sugerencias y opiniones del trabajador B y está de acuerdo con el trabajador A. Esto resulta en una mayor tension y resentimiento entre los dos trabajadores, así como en una disminución en su desempeño laboral. La tarea de poda no se completa al final del día de trabajo y la tensión entre el trabajador A y el trabajador B se ha extendido a otros trabajadores y algunos de ellos comienzan a pensar que usted tiene preferencia por el trabajador A. *(Solución de conflicto, comunicacion, desarrollando confianza)*

**2.** ¿Qué hizo el supervisor en este escenario?

   A.¿Cómo afectaron las acciones o comportamiento del supervisor a los trabajadores?

   B.¿Cómo podrían las acciones o comportamiento del supervisor afectar la seguridad en el lugar de trabajo y el ambiente o entorno general del lugar de trabajo?

**3.** ¿Qué podría haber hecho el supervisor de manera diferente?

   A. ¿Cómo ayudaría eso?

   B. ¿Podría dar un ejemplo de eso?

Gracias por sus respuestas y discusión sobre el escenario. Ahora pasaremos a nuestras preguntas finales, que no pertenecen al escenario. Estas preguntas se refieren a ALP en general. ¿Listos?

Preguntas Finales

**4.** ¿Cómo han utilizado la información del Programa de Liderazgo Agrícola?

**5.** ¿Qué información ha compartido con otros?

   A. ¿Cómo te ayudó esa información? ¿Podría explicar un poco más?

**6.** ¿Hay algo más que le gustaría decir sobre sus experiencias con la encuesta, este groupo de sondeo, el entrenamiento o otras inquietudes que le gustaría compartir hoy con nosotros?

## Closing

**Gracias:** Muchas gracias a todos por participar. Realmente apreciamos todas las respuestas reflexivas que compartió. Escuchamos lo que tenía que decir y creemos que sus comentarios serán útiles para la mejora y sostenibilidad de ALP.

**Recordatorio:** Nuevamente, usamos esta información para dar forma a nuestro informe final; sin embargo, para mantener su confidencialidad, no utilizaremos sus nombres. Los resultados de este proyecto serán compartidos con ALP quien luego los compartirá con todos ustedes. Si tiene alguna pregunta, comuníquese con la coordinadora de ALP, Juanita Silva o Miguel Rojas-Flores

***Only** for Facilitator's reference***: 10 Temas de ALP

- Características de liderazgo
- Desarrollando confianza
- Comunicación
- Estableciendo metas
- Manejo del estrés
- Inteligencia emocional
- Delegar
- Administrando su tiempo
- Solución de conflicto
- Habilidades para orientar/entrenar

**Appendix 9:** ALP Codebook

| | |
|---|---|
| | **ALP Codebook** |
| **01** | **Leadership Traits** <br> Engages, inspires, and motivates their team, is self-aware. This is meant to be vague so when participants mention something about a good leader, it does not need to directly reference one of the other code/themes. |
| **02** | **Building Trust** <br> Values long-term commitments, is consistent and credible, communicates effectively, is transparent, and accepts responsibility and faults. |
| **03** | **Delegate** <br> Confidently assigns tasks and roles to their team, provides tools and feedback as needed, does not shadow their team but does monitor their progress. |
| **04** | **Communicate** <br> Mentions active listening, waiting to respond, asking follow-up questions, is mindful of tone and word choice when talking with the team |
| **05** | **Coaching** <br> Clarifies tasks or roles, demonstrates how to do tasks, creates extra time and provides extra feedback as needed. |
| **06** | **Goal Setting** <br> Sets goals for their team, describes the steps needed to achieve the goal and takes the time to reflect and change goals as needed. The supervisor may also reference SMART goals or any aspect of SMART. (Specific, Measurable, Achievable, Relevant, Time-Bound) |
| **07** | **Emotional Intelligence** <br> Discusses or demonstrates the ability to identify own emotions and others', predict how they might respond in stressful situations, see things from others' perspectives, and change their interactions to adapt to the situation and others' emotions. Mentions physical and mental well-being and recognizes the nuance of relationships and conflicts. Is self-aware, takes time to reflect, and takes appropriate actions. |
| **08** | **Stress Management** <br> Participates in, discusses, encourages, or refers people to activities and resources that can help manage stress. This includes community outlets such as quality time with family, and religious leaders, social settings such as coffee shops, peer support groups, and more. Individual outlets such as visiting a mental health professional, exercise, rest, diet, mindfulness, and more. Offers to collaborate on solutions and refers to resources such as WRASAP, Farm Aid, and the national suicide prevention hotline. |

| | |
|---|---|
| **09** | **Time Management**<br>Discusses what tasks are a priority and what level of priority, uses or reference a calendar, schedule, planner, or time log of sorts, and/or uses one of the following practices:<br>80/20 Rule - 20% of our actions make up 80% of what we need to get accomplished.<br>Reverse Engineering - Starts with the end goal and works backward from there to divide time and focus appropriately.<br>ABC Method - Sets tasks with different levels of priority labeling them as Absolute, Beneficial, and Can Wait. |
| **10** | **Conflict Resolution**<br>A disagreement about a problem, solution, or decision regarding a task, the status of an employee, or the relationship of the people involved. Offers to have an open discussion and communicate with those involved, talks about responsibility, and commitment to learning, and never makes the discussion about their character or the people involved. Helps identify the root problem, helps integrate the organization's values, and includes the next-up supervisors or Human Resources when needed. Comes up with creative solutions and takes employees seriously. |
| **11** | **Used or shared in a professional setting**<br>*Example: I shared some stress management exercises with my supervisor.*<br>*I feel like a better leader because I've applied what I learned from ALP.* - As long as they mentioned applying or sharing what they learned in settings such as worksites, conferences, etc. |
| **12** | **Used or shared in a personal setting**<br>*Example: To become a more active listener, I used my phone less at home.*<br>*I've told my friends about how important emotional intelligence is in any setting*. - As long as they mentioned applying or sharing what they learned with their friends, family, at home, etc. |
| **13** | **Indirect references to the theme or topic**<br>*Example: The supervisor could have shown how to do the task* - This can be seen as Coaching which is a theme but does not use the specific term |
| **14** | **Direct references to the theme or topic**<br>*Example: The supervisor delegated tasks which helped him build trust with the workers.* - Here, the terms Delegate and Building Trust are both directly referenced |
| **98** | **Other**<br>This is meant to be used in case you see an unlisted theme frequently appearing as you analyze the text. This may lead to the creation of a new code. |

**Appendix 10.** Preliminary Results Handouts – English Version

# ALP SURVEY PRELIMINARY ANALYSIS

## Brief

A scenario-based survey was taken by the participants of the Agricultural Leadership Program(ALP). In order to measure their progress in the program, the survey was administered twice during the program: on the first day(April 28) and on the last day of the class section(May 31). Each assessment used three 100-word hypothetical scenarios about managers interacting with their workers in a positive or negative way. For each scenario, there were 6 questions with the first 4 being free-response, open-ended questions, followed by a Likert Scale question to measure how confident participants felt handling the scenario presented, and a multiple-choice question that asked participants to select which options applied from a short list of topics. This handout only contains a preliminary analysis of question 4 of both surveys which asks, "What could the supervisor have done differently?", and the Likert Scale question regarding how confident participants felt in handling the scenarios presented.

## Word Clouds

**Survey 1**

# Leadership Confidence

|  | Scenario 1 | Scenario 2 | Scenario 3 | Total Avg |
|---|---|---|---|---|
| Survey 1 | 65.8% | 65.2% | 62.9% | 64.7% |
| Survey 2 | 73.2% | 79.3% | 80.8% | 77.8% |
| Increase | +7.4% | +14.1% | +17.9% | +13.1% |

# Interpretation

In the word clouds above, you will see the most commonly mentioned words and phrases in each survey. Some of the biggest differences are the use of the terminology learned in the class as well as including more instructions in their answers. Instructions include calming oneself down, asking for help, offering help, and more. In regards to confidence in leadership, you can see above that there was an increase in confidence in each scenario from the first survey to the second survey. The most notable increase was in the 3rd scenario of the surveys. The overall total increase in confidence helps show that participants are much more confident in their leadership after participating in ALP. These are only preliminary results, and I look forward to sharing the complete analysis later this year.

**Appendix 11.** Preliminary Results Handouts – Spanish Version

# ANÁLISIS PRELIMINAR DE LA ENCUESTA ALP

## Resumen

Los participantes del Programa de Liderazgo Agrícola (ALP) tomaron una encuesta basada en escenarios. Para medir su progreso en el programa, la encuesta se administró dos veces durante el programa: el primer día (28 de abril) y el último día de la sección de clase (31 de mayo). Cada evaluación utilizó tres escenarios hipotéticos de 100 palabras sobre supervisores que interactúan con sus trabajadores de manera positiva o negativa. Para cada escenario, hubo 6 preguntas, siendo las primeras 4 preguntas de respuesta libre y abiertas, seguidas de una pregunta de escala Likert para medir qué tan seguros se sentían los participantes al manejar el escenario presentado, y una pregunta de opción múltiple que pedía a los participantes que seleccionaran qué opciones se aplicaban de una breve lista de temas. Este folleto solo contiene un análisis preliminar de la pregunta 4 de ambas encuestas que pregunta: "¿Qué podría haber hecho el supervisor de manera diferente?", y la pregunta de la Escala Likert sobre que seguros se sintieron los participantes al manejar los escenarios presentados.

## Nubes de Palabras

**Encuesta #1**

## Resultados de Confianza en el Liderazgo

|  | Escenario 1 | Escenario 2 | Escenario 3 | Total |
|---|---|---|---|---|
| Encuesta #1 | 65.8% | 65.2% | 62.9% | 64.7% |
| Encuesta #2 | 73.2% | 79.3% | 80.8% | 77.8% |
| Aumento | +7.4% | +14.1% | +17.9% | +13.1% |

## Interpretación

En las nubes de palabras anteriores, verá las palabras y frases más comúnmente mencionadas en cada encuesta. Algunas de las mayores diferencias son el uso de la terminología aprendida en ALP y la inclusión de más instrucciones en sus respuestas. Las instrucciones incluyen calmarse, pedir ayuda u ofrecer ayuda, y más. En lo que respecta a la confianza en el liderazgo, se puede ver arriba que hubo un aumento en la confianza en cada escenario desde la primera encuesta hasta la segunda encuesta. El aumento más notable fue en el 3er escenario de las encuestas. El aumento total general de la confianza ayuda a mostrar que los participantes tienen mucha más confianza en su liderazgo después de participar en ALP. Estos son solo resultados preliminares, y espero compartir el análisis completo a finales de este año.

**Appendix 12:** Dedoose Code Application Table of Focus Group and Survey Free Response Questions

| Media | Leadership Traits | Building Trust | Delegate | Communicate | Coaching | Goal Setting | Emotional Intelligence | Stress Management | Time Management | Conflict Resolution | Indirect Reference | Direct Reference | Professional Setting | Personal Setting | Other | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey 2 FRQ.docx | 77 | 62 | 2 | 53 | 27 | 31 | 40 | 18 | 4 | 52 | 228 | 99 | | | 2 | 695 |
| Survey 1 FRQ.docx | 78 | 37 | 12 | 57 | 45 | 37 | 42 | 7 | 14 | 8 | 268 | 39 | | | 13 | 657 |
| FG3_Scenario.docx | 3 | 2 | | 9 | 2 | 4 | 5 | | | 8 | 28 | 3 | | | | 64 |
| FG2_Scenario.docx | 2 | 1 | | 5 | 2 | 1 | 2 | | | 2 | 12 | 2 | | | | 29 |
| FG1_Scenario.docx | 8 | 14 | 1 | 17 | 6 | 5 | 11 | | | 9 | 57 | 4 | | | | 132 |
| Totals | 168 | 116 | 15 | 141 | 82 | 78 | 100 | 25 | 18 | 79 | 593 | 147 | | | 15 | |

**Appendix 13**: Dedoose Code Cooccurrence Table – Focus Groups and Survey Free Response Questions

| Codes | Leadership Traits | Building Trust | Delegate | Communicate | Coaching | Goal Setting | Emotional Intelligence | Stress Management | Time Management | Conflict Resolution | Indirect Reference | Direct Reference | Professional Setting | Personal Setting | Other | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leadership Traits | | 8 | 1 | 3 | 4 | 7 | 9 | | 1 | 5 | 155 | 14 | | | 2 | 209 |
| Building Trust | 8 | | 2 | 7 | 5 | 1 | 8 | | | 2 | 92 | 26 | | | 1 | 152 |
| Delegate | 1 | 2 | | | 1 | 2 | | | 1 | | 9 | 7 | | | | 23 |
| Communicate | 3 | 7 | | | 5 | 2 | 12 | 1 | 1 | 2 | 103 | 40 | | | | 176 |
| Coaching | 4 | 5 | 1 | 5 | | 6 | 1 | | 1 | 3 | 78 | 7 | | | | 111 |
| Goal Setting | 7 | 1 | 2 | 2 | 6 | | 2 | | 1 | 3 | 49 | 33 | | | 1 | 107 |
| Emotional Intelligence | 9 | 8 | | 12 | 1 | 2 | | 5 | 1 | 5 | 99 | 5 | | | | 147 |
| Stress Management | | | | 1 | | | 5 | | 1 | | 16 | 10 | | | | 33 |
| Time Management | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | | | 16 | 2 | | | | 25 |
| Conflict Resolution | 5 | 2 | | 2 | 3 | 3 | 5 | | | | 67 | 14 | | | | 101 |
| Indirect Reference | 155 | 92 | 9 | 103 | 78 | 49 | 99 | 16 | 16 | 67 | | 9 | | | 2 | 695 |
| Direct Reference | 14 | 26 | 7 | 40 | 7 | 33 | 5 | 10 | 2 | 14 | 9 | | | | 2 | 169 |
| Professional Setting | | | | | | | | | | | | | | | | |
| Personal Setting | | | | | | | | | | | | | | | | |
| Other | 2 | 1 | | | | 1 | | | | | 2 | 2 | | | | 8 |
| Totals | 209 | 152 | 23 | 176 | 111 | 107 | 147 | 33 | 25 | 101 | 695 | 169 | | | 8 | |